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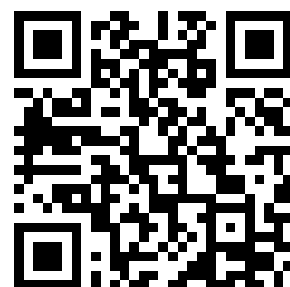
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THE
JOURNAL OF EDUCATION

A Monthly Record and Review.

JANUARY TO DECEMBER, 1905.

VOL. XXVII.
NEW SERIES.

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LONDON:
PUBLISHED BY WILLIAM RICE, AT THE OFFICE OF THE JOURNAL,
3 BROADWAY, LUDGATE HILL, E.C.

YTI8EVI8U
Y8A88U
L.N.80T88888

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OCCASIONAL NOTES.

IN a pamphlet published in 1733, entitled "The Budget opened," Sir R. Walpole was compared, *à propos* of his forthcoming Excise Bill, to a mountebank opening his wallet of quack medicines and conjuring tricks, whence (as "The English Dictionary" informs us) the word "Budget" has passed into every European language. Like the author of the pamphlet, we do not pretend to understand this Art of political legerdemain, or to know what our State empirick will dispense. The *primum mobile* of politics is beyond our ken, and our horoscope is confined to the sublunary sphere of education. First, then, we may note that (as set forth in another column) the new Local Authorities throughout England are strenuously applying themselves to the task set them, and working out the problem both of primary and secondary education. Rates have risen in consequence, and without a liberal Treasury grant in aid there is grave danger of reaction in favour of economy, of arrested energies, and starved foundations. Provision for the training of teachers as a national and not a local concern is a part of the burden that the State might well take on its shoulders. The hopeful sign of the times is the acknowledgment in all public utterances that teachers are underpaid. From this to adequate salaries is a far cry, but we have little doubt that in founding new secondary schools some such scale as that suggested by Mr. Sadler will be adopted by the larger County and Borough Councils. It will be seen that a well equipped and well staffed school is a greater boon to the public than a wilderness of minor scholarships. One matter that cannot be let slide for another year, whatever Government is in office, is the Teachers' Register. In March the present Registration

Council dies a natural death, and a new Council will have to be constituted. The Board of Education must give an account of its stewardship, and explain why it has so far made no endeavour to fulfil the duty laid upon it by the Act of 1899, and frame an alphabetical list of qualified teachers to be published annually. We reserve further remarks on this subject till the annual Report of the Registration Council appears. Another matter on which the Board will in the course of the year be bound to pronounce an opinion is the scheme of leaving certificates. It has gained time by a general *referendum*, but it is now bound itself to pass judgment. We have good reason for saying that the general lines of the scheme have been approved by professional opinion, and it now rests with the Board to give effect to the recommendations of the Consultative Committee, and end the chaos of conflicting examinations. Will 1905 see a Federation of Associations of Secondary Teachers? We confess the auguries do not seem to us hopeful. The Head Masters' Conference referred the matter to its Committee without any recommendation, and there is little doubt that it will stand aloof. Had such a Federation been in existence ten years ago, it might have guided public opinion and influenced legislation; but it is a day too late. There can never be the same solidarity among secondary as there is among primary teachers; the party wall between primary and secondary is being sapped, and a body from which technical teachers are excluded must be lopsided. The religious question looms large, but we believe it to be a Spectre of the Brocken which will fade away in the light of common day. It does not exist in our Secondary schools, nor does it greatly trouble educationists who, like the late Mr. Rogers of Bishopsgate, mean business. Our auguries for the New Year are favourable. "Be strong and of good courage" is the watchword wherewith we greet our readers.

THERE was an atmosphere of fog in the Assembly Hall at Horsham which was not dispelled by the light of our leaders. A ribald wit in the smoking room suggested as a subject for the second day's debate whether the Head Masters had produced the fog or the fog the Head Masters. Their attitude was one of cautious conservatism, and, like the Chancellor in the "Sleeping Palace," they "smiling put the question by." "That it be referred to the Committee," or "to a committee to be appointed by the Committee," was the preamble or a rider to each resolution. Even the proposals of the Consultative Committee for a system of school certificates, which were communicated to the Conference in June with a request from the Board of Education to send in criticisms not later than December 31, shared the common fate. It would be rash haste, so our Nestors held, to approve or disapprove off-hand so grave and complicated a measure. And in the debate the two leading principles of the scheme which have seemed to us to mark the path of true progress—the combination of examination with inspection and the association of the internal with the external examiner—found little support. The one matter on which the Conference had a definite opinion, and were not afraid to pronounce it, was the retention of Greek. Mr. Lyttelton would have been willing to grant the science man an option of more science, that is, to encourage that premature specialization, to which the leaders of science are no less opposed than the humanists, and Dr. James was shocked to find that preparatory schools are dropping Greek, though there is not an educationist who would now defend the simultaneous beginning of the study of three foreign languages. The plain fact is that the Head Masters' Conference is a dining club. As such it is

not only pleasant, but profitable for mutual instruction, and those who as guests have been permitted to share its genial hospitality would be loth to see it abolished. But it is no more a force in national education than the "U.U.," that mystic guild of assistant masters, and the time is surely ripe for its absorption in the more democratic and far more vigorous I.A.H.M. It reminds us of an old country nobleman who was asked whether he often attended the House of Lords. "No," he replied, "I went up to vote against Gladstone's Home Rule Bill, but I caught a bad cold, and I have not been since."

"MAJOR pars meliorem vicit," and, as we anticipated last month, Congregation by 200 votes to 164 rejected the *placet* of Convocation permitting alternatives to Greek for Honourmen in Mathematics and Science. We need not recur to the arguments of the "Greek Defence Committee," which were revealed by our Oxford correspondent "in all the ghastliness of their *puris naturalibus*," as the Baboo phrased it. But we may dwell for a moment on the line of defence taken by Sir William Anson, who held the brief for the defendants.

Every one who took the B.A. degree, or whatever the degree might be which carried with it the *imprimatur* of the University, should either possess when he came to the University, or should acquire during his stay there, what he would call a "liberal education"—that was an education in which science and scientific method and language and literary training had their own part and balance.

Brave words which well befit the Secretary of Education, but they wholly misrepresent the development of Oxford as a modern University and resist a small measure of reform on the specious ground that a sweeping reform is needed. If Sir W. Anson really wishes to make the balance true, why does he not propose that some *modicum* of science should be required for entrance to the University and some mathematics beyond the two books of Euclid which the classical man has only to learn by heart? One other sophism needs exposing. Sir W. Anson deprecated "the substitution of French and German, which they had only begun to learn how to teach, for Greek, which teachers for generations had made into a great "educational machine." Antiquity is not an unmixed blessing, and, if we no longer teach Greek through the medium of Latin, as was done in Sir William's school-days, if we have ceased to make the pupil learn pages of grammar by heart before he has read a word of the language, these reforms are due in no small measure to the example and practice of the despised modern language teacher.

PROF. JEBB'S speech in the Senate House was worthy of the author of "The Attic Orators" and the representative of the University in Parliament—an admirable mixture of grave and gay, but his arguments will not bear dissection. 1. "The demand is for a 'soft option,' inferior French and inferior German." "Inferior" is a question-begging epithet. Is not unseen French or German superior to seen Greek? 2. "If the present amount of Greek taught to passmen is too small to have any effect, the remedy is an improved method of teaching in schools." Is not this putting the cart before the horse? The obvious remedy is to raise the standard of the University examinations; but not even Sir Richard is bold enough to propose so heroic a remedy. 3. "It is said that science men who have done Greek for Little-Go never look at it again; but the point is that they have the opportunity of so doing, and it is unreasonable to deprive them of that opportunity because many do not use it right." This argument would apply

with more force to an advocacy of compulsory German. But most science men learn their German after they have left school, or even college. Why should they not learn Greek likewise? Instances are not lacking of *opsimatheis* in Greek—Cato, Hobbes, Lord Cromer. 4. The awful example of "a Greekless land" whose astronomers talk of "Boots" is Sir Richard's drunken Helot, but can hardly have been intended for a serious argument. Latin—or, for that matter, English—poetry will teach the right pronunciation of Boötes. "Hamlet" and "Troilus and Cressida" are still read, though Shakespeare mispronounces Hyperion and makes Hector quote Aristotle. Greek may be made a shibboleth. John Bright was a man of culture and an orator, though he did once talk of the Pythchley hounds.

THE Studies Syndicate must feel proud. Mr. Oscar Browning has congratulated them on their Report. "It is one of the most able and statesmanlike documents which I have ever seen issued in this University," and he proceeds to summarize its many virtues. But there is the rift within the lute, the fatal flaw which has determined Mr. Browning on second thoughts to give an adverse vote. It does not prescribe a *viva voce* examination in French and German. In 1871, when the abolition of compulsory Greek was nearly carried, Mr. Browning was fired with hope, and shouted to the morning star. "We believed in the possibility of a Modern Humanism, of a culture founded on living languages, not inferior to that which is based upon the dead." But the vision of youth has faded. "The study of modern languages has made very little progress, and the freshmen of to-day know as little of the living tongues as they did in the seventies. I prefer, therefore, to wait till the study of modern languages has grown to maturity." We, who may claim to be more intimately acquainted with schools than Mr. Browning, are convinced that the teaching of French has in the last thirty years made vast strides, and this is proved by the reports not only of the Modern Language Association, which we commend to Mr. Browning's notice, but also of the Joint Board and Local examiners. Be this as it may, there are surely the same possibilities for modern languages in 1905 that there were in 1871, and Mr. Browning was ill-advised in assigning a reason for changing sides. There was no need to invent a new euphemism, "grown to maturity"; we all understand "the Greek kalends."

THERE are excellent points in the London scholarship scheme viewed from an educational standpoint. The age of the candidates is to be between eleven and twelve years. They are to be selected in the first instance by the head teacher, and those who acquit themselves well in a written examination limited to arithmetic and English composition will have their claims dealt with by a board of examiners who will take into consideration reports from head teachers and from local committees organized *ad hoc*. There is to be no fixed number of scholarships awarded; between 2,000 and 3,000 is the proposal. No candidate is to be refused who comes up to scholarship standard. In practice, of course, the standard must vary according to what is practicable. The Education Committee would probably find it difficult to place an extra thousand children to-morrow in the secondary schools of London. But, good as we find the proposals for securing a suitable selection of scholars, we cannot help regretting that the whole scheme is an obvious attempt to increase the supply of teachers in public elementary schools, and is not based, as it should be,

Greek
at Oxford.

Mr. O. Browning's
Maturitäts-
examen.

Sir R. Jebb
on Greek.

Three Thousand
Minor Scholars,

on the principle of educating the best talent in the elementary schools for the service of the country in commercial and industrial pursuits.

THE scheme has been widely noticed in the press, and not unnaturally, as it portends an extra penny in the pound on the rates. The result of this criticism may be

Of whom
two-thirds are
Girls.

a modification of some of the proposals, for the discussion in full Council is postponed till after the Christmas holidays.

We do not know how far the London secondary schools are prepared to meet a large influx of scholars. Doubtless the Education Committee has foreseen this difficulty, and has either made arrangements or is prepared with proposals. The Finance Committee seems to withhold its approval for the present, and there will certainly be some criticisms made before the scheme is adopted. With the general tenour of the proposals we are in accord; especially with the excellent plans for discouraging cramming; but it seems to us impossible that there should be twice as many girls as boys in the public elementary schools who would profit by a secondary education. By all means let intending pupil-teachers enjoy a secondary education with children preparing for other walks in life; but to make a great scholarship scheme subservient to the supply of teachers is to invite ridicule rather than support.

IT is understood that the Board of Education consented to receive, and did receive, a deputation from the Joint Conference of Head and Assistant Masters, presided

Deputations and
Mystery.

over by Sir Edward Fry, to urge that certain modifications should be made in the schemes of endowed schools, limiting

the absolute right of the head master to dismiss at pleasure the assistant master. It is further known that Canon Bell and Dr. Fry, supported by Mr. Page and Mr. Daniell, presented the case, and that Sir William Anson made a reply. There, for the present, the matter ends. All we know is that the Board possesses among its archives certain important information. The two accredited bodies of head and assistant masters have come to definite conclusions, and these are in the hands of the Board. A few weeks later Lord Londonderry received a deputation from the Association of Chambers of Commerce. A full report of the replies made both by Lord Londonderry and Sir William Anson appeared in the press. Why, then, in the former case should such extraordinary secrecy be maintained? It is clear from other sources that the Board does not lend a willing ear to any proposal for the curtailment of the autocracy of the head master; but the case of the Board must be indeed weak if it deprecates public discussion. We are quite convinced that, if the Board will not hear reason in this matter, in a short time it will find itself forced by Local Authorities into granting more power to the governing bodies with regard to the appointment and dismissal of assistant masters than either the Board or school-masters desire.

THE value of private enterprise as opposed to State organization has been shown in a very marked manner by the work of Mr. Sadler. Since Mr. Sadler left

An Educational
Motator.

the Board of Education because he could no longer see eye to eye with his chiefs, he has become a power—we might even

say the power—in English education. It is a curious position, and one well worth study and investigation. It has been given to few men of ideas to see so immediate a

result as has followed, and is following, Mr. Sadler's utterances. His reports to Local Authorities are becoming the gospels of the Education Committees. We read in the papers as to this or that matter: "The scheme was originally suggested by Mr. Sadler and was taken up by Mr. Chamberlain," or "The idea which was conceived by Mr. Sadler," and so forth. Mr. Sadler is not only a man of ideas, but he can express those ideas in relation to actual present-day problems in a manner to catch the imagination of men of influence. He combines the views of the educational theorist and of the utilitarian. In his own words: "All true education has a double purpose—(1) the development of the moral personality, of the physical powers, and of the intellectual aptitude of the individual; (2) the fitting of the pupil skilfully to perform the duties of some definite calling, or type of calling, in life." And his reports show how these ideas can be carried out in practice.

THE Association of Head Mistresses has issued a leaflet on assistant mistresses' salaries (drawn up, we are informed, by Mrs. Bryant), stating what, in their opinion,

Assistant
Mistresses'
Salaries.

is a living wage. Starting from the premiss that a teacher should be self-supporting, that is, able to afford 30s. a week for board and lodging, and £20

extra for holidays, and to make provision for old age, they consider that a fully qualified teacher (one with a University degree and trained) should receive for her probationary year a salary of not less than £105 to £120. For her second year, her salary should be at least £120, and should rise to £150. Heads of departments, or mistresses with special qualifications, should be paid at a higher rate, rising to £300, or over. This is fairly commensurate with the scale of salaries for assistant masters proposed by Prof. Sadler in his Liverpool Report, and it represents a rise of some 50 per cent. on present rates. But, as is pointed out, elementary teachers who are trained almost entirely at the cost of the nation, and who begin their work earlier, receive a higher salary, rising by steady and fairly rapid increments, than many secondary teachers. It is argued by the G.P.D.S.C. that the supply is still in excess of the demand. The head mistresses are not of this opinion; but, if it were the case, they would still not be satisfied. "Even if it is possible to find enthusiastic teachers who are willing to work for inadequate pay—until they break down—this is a very extravagant plan."

THE Defaulting Authorities Act was intended to bring Wales to heel, and, no doubt, its promoters hoped that the mere threat would suffice. For one reason or

The
Coercion Act.

another the Act has not yet been put in force in Wales. There are those who say that Mr. Morant hesitates to try a fall with

Mr. Lloyd-George. We would prefer to believe that so long as a hope of compromise remains—and this hope is increasing rather than diminishing—Mr. Morant deliberately holds his hand. But even the most serious critic of the educational policy of the Board is inclined to smile when he learns that this terrible and much to be dreaded Act has actually been put into force in the harmless and peaceable area of the Isle of Wight. For some time past there has been a struggle between the Board and the Local Authorities of the island on various matters. The climax has been reached in the case of the Norton Green School, Freshwater. The Board has stepped in and appointed managers, who, in their turn, have appointed a mistress, and all goes merrily on.

WE are willing to admit that holidays in secondary day schools are unnecessarily long from the point of view of the staff. Their length is an inherited tradition of

The Length of Holidays.

boarding-school life. But we are not able to follow Mr. Jonathan Taylor, of the Sheffield Education Committee, in his arguments on this subject. Mr. Taylor has been "credibly informed" that the holidays at the Sheffield Central Secondary School amount to ten weeks during the year. He asks the Committee to note that the interest on the capital expended on the school buildings is £3,000 a year, and that the staff costs £5,000 a year. Consequently in the ten weeks' holiday they sacrificed £600 in the shape of interest and paid £1,000 in the shape of salaries. He added that 90 per cent. of the people whose money paid these salaries did not have a single day's holiday in the year without having their day's pay deducted. We wonder if Mr. Taylor will some day hear of schools having fifteen weeks or more of annual holiday, and that the comparative shortness of the holidays at this school in Sheffield may make it difficult for the head master to fill up vacancies on his staff. But we are quite sure of one thing—if the Local Authorities seriously shorten holidays, and if the schools continue to work at the present high pressure, the health of the children will soon be affected. The right solution, in our opinion, is longer terms but more playtime during daylight, and less work to be done at home.

WE have received a copy of the petition to the Central Education Authorities of the three kingdoms signed by nearly fifteen thousand registered medical practitioners,

The Teaching of Hygiene.

urging the enforcement of hygiene as a compulsory school subject. Not only the numbers, but the names of the Committee—which include Sir T. Barlow, Sir W. Broadbent, Sir T. L. Brunton, Sir V. Horsley, and Mrs. Anderson—give weight to the petition, and the precedent set by the United States and most of our colonies cannot lightly be disregarded. We have already backed the demand as sound in principle, but we must still demur to the proposed application. That all teachers should know the elements of hygiene and that all pupils should, in some form or other, be made acquainted with the fundamental laws of health and, in primary schools, be warned against the consequences of intemperance, is one of those obvious truths that all accept but few act upon. We doubt, however, whether the introduction of hygiene as a tenth compulsory subject under the Code and the assignment to it of an hour a week in the time-tables would be an unmixed gain. It is no more possible to teach physiology in an elementary school than chemistry. The most the teacher can hope to do is to bring home to the mind and conscience of the pupil the essential facts established by physiology. The demon of drink is not to be expelled by prayer and fasting—that is, by formal lessons alone—but by creating wholesome interests which will leave no room for the unnatural craving. For this reason we misdoubt the weekly lecture on hygiene if it is to displace a lesson on history or geography.

MR. J. A. REED, in the *Speaker*, raises an important question to which educationists are bound to give a plain answer: Shall the principles of evolution be taught in schools? As a matter of fact, we may

Should Evolution be taught in Schools?

say roughly that in natural science lessons the evolutionary theory is freely accepted and taught, but in Bible lessons it is either rejected or ignored. The leading authority is Canon Bell's "Religious Teaching in Secondary Schools." Two quotations will sufficiently indicate the head master's attitude:

"Science has filled in with magnificent wealth of accurate detail the rudimentary traditional outlines of the Bible record. . . . On the other hand, Darwin's theory of man's origin and development is still imperfectly proved." So, too, as we learn from the recently published "Life," Bishop Creighton declined himself to read Darwin's "Origin of Species," and advised others not to read it, as embodying an unverified and unverifiable hypothesis. But this separation of sacred and profane in watertight compartments which satisfied Bacon is no longer possible, and the outspoken lectures of the Dean of Westminster on Inspiration will go far to break down the barrier. As Mr. Reed remarks, people will accept from a dignitary of the Church what they will not take from anybody else. A late head master, also a Dean, used to tell his unorthodox assistants that in Bible lessons they need teach nothing they did not believe, but must teach nothing contrary to the Thirty-nine Articles. If Scripture lessons were taken seriously in public schools, such economy of truth would seem as absurd as engaging a Copernican to expound Ptolemaic astronomy.

THERE was an admirable letter from Canon Hensley Henson in the *Westminster Gazette* (December 19), setting forth his objections to Mr. Lathbury's plea of handing

Canon Henson on Undenominationalism.

over the religious teaching in State schools to the clergy and their lay volunteers. First, we know, by experience of Sunday schools, that these volunteers are not efficient either as teachers or as disciplinarians. Secondly, the most capable of them could not give their services on week days. Thirdly, at present, practically all children attending State schools are receiving some kind of Christian teaching, with the good will of the nation generally and to their own great advantage. Are even Churchmen prepared to sacrifice a substantial half for a shadowy whole? Lastly, the Canon pours fine scorn on the Anglicans who will not away with "that simple Christianity common to all Protestant Churches, which was well taught in the better Board schools and is generally taught in most denominational schools," who construct a *chimæra* called "undenominationalism" and overwhelm it with sarcasm and denunciation. "In the main, the elementary-school teachers reflect in their religious convictions with sufficient fidelity the actual facts of the national Christianity. Apart from this, the religious teaching cannot be given at all."

A PROPOS of the new Fielden Demonstration School at Manchester, a correspondent directs our attention to the fact that this is the second of two schools established in

The Fielden School not first in the field.

intimate, though unofficial, connexion with the Department of Education in the University of Manchester. The first school was started more than two years ago, in the spring of 1902, at 223 Brunswick Street (just by the University), through the exertions of a number of private persons, and was placed under the direction of Miss Dodd. It is an elementary school (for children from the lowest age up to fourteen), with a careful scheme of continuation of studies. From the beginning it was designed and has been used as a practice and demonstration school for the students of the Women's Day Training College, in organic relation with their theoretical work. Students teach in it throughout the session, in supplement to the regular staff mistresses. It has now some hundred children, and had to be enlarged after the first year by taking in a second house, opened last session by Prof. Rein, whose school at Jena this school resembles. The interest taken in the methods and arrangements of the school by teachers and others (not in Man-

chester only), and its utility for the students, make the more welcome the new school, to be directed by Prof. Findlay, which is of a different character—for children between different limits of age—and designed to serve the needs of other students (for only women students of the Day Training College have been regularly provided for by the existing school). Whether they are regarded as experiments in special types of school, or as laboratories for the training of teachers, the University is to be congratulated on the liberality and enterprise which have provided its educational training work with two such schools.

NO harm can result from making use of the new Imperial spirit to encourage the study of geography. It is natural for Englishmen to wish to know something of the countries for the rule of which England is responsible. It is even useful, as Mr. Brodrick pointed out the other day, for the War Office to know that, with the present means of communication, "an Army chaplain in South Africa cannot take morning service in Cape Town and afternoon in Durban." The older Universities and the public schools are so obedient to tradition that great pressure from the outside is needed to produce a change. For this purpose we may welcome the use of the Imperial lever. But, on the other hand, the study of geography, taken in its full meaning, quite apart from utilitarian considerations, is as fascinating as the study of any other phenomena that influence human life. The subject, treated from historical, commercial, political, or physical standpoints, can hold its own in training value with any other school subject when it is taught by a properly trained geographer who believes in what he teaches. There is room for improvement; above all, there is room for more skilled teachers; but our critics must not overlook the enormous advance that has been made in the last twenty years—an advance in which Mr. Mackinder and Oxford have played a considerable part.

AFTER much discussion of a somewhat acrimonious character the London County Council has resolved to abolish all fees in the 179 non-provided schools in which fees are still charged. The new order will come into effect after March 31 of this year. The decision presents to parents in London the sum of £26,525, and adds a corresponding amount to the rates. But we cannot doubt that the decision is a wise one. The intention of the Act of 1891 was to bring free education to the child of every parent who desired it. To retain fees in certain schools is but an attempt to give them a *cachet* of social superiority—quite unfair, when it is considered how small an item the fee is in comparison with the cost of education, a cost borne by public funds. It is not the duty of the Local Authority to pander to this idea of social distinction. But a curious result will undoubtedly ensue. We shall at once see a number of small private schools spring up to meet the wishes of parents who dislike free education. These schools, not being public elementary schools, will be classed by statisticians as secondary. They are bound to be inefficient because they will have to live entirely on the very trifling fees that will be paid. This state of affairs will probably be temporary. But the immediate result of the decision will be to call into existence a number of inefficient schools.

IN these days when the organization of education is growing apace it is useful to have a man like Prof. Findlay who will boldly preach against the materialistic

The Democracy and Education.

view of education, taking as his text the Gospel saying: "He that saveth his life shall lose it." We do not think that Mr. Findlay would succeed, or even desire to succeed, in arresting the growth of educational organization; but he may, and indeed will, help in introducing some of the spirit that quickeneth into the corporate bodies that govern us. The democracy has, as Mr. Findlay pointed out in a recent lecture in Manchester, asserted its right to control the teacher and his work. It is therefore vitally necessary that the people, who in a great measure make the teacher, should form right ideals of education. There is a danger lest teachers' lives should be occupied in filling up forms, answering questions, and in the external machinery of their business. The real work of the teacher is in his personal contact with the pupil. But the democracy in its present attitude towards education asks not only that the teacher shall turn out "good men and good women," but that the good qualities should be in harmony with the life of the community. We want to put "character" first; but we want the character to be adjusted to wage-earning.

THE Association of Training Colleges passed, by a large majority, the following resolution:—"That this Conference notes with regret the apparent discouragement of University studies in training colleges in the regulations recently issued by the Board of Education." It is obvious that teachers ought to be well educated, and it is generally recognized that a University degree puts a convenient label on the course of education. If we venture to differ from the views expressed in the resolution, it is not because we undervalue the possession of a University degree. Recently we found fault with Sir William Anson for speaking slightly of the desire of the teacher to become a graduate, and we said that so long as a University remained the only body with power to set a seal upon a course of education, so long would the ambition to gain a degree be laudable upon the part of students in training colleges. But the views expressed by Canon Taylor at the Conference deserve careful consideration. The possession of a degree, he pointed out, did not necessarily fit the teacher for school work. The academic side of education was being abnormally pressed. And the teachers who took degrees did not remain long in the teaching profession. This is the important point, and we shall be curious to see how the Consultative Committee propose to stop the leakage. The training colleges are preparing men for various careers. Hence, partially, the growing dearth of teachers. The remedy is that, while teachers should rank as university graduates, they should be required to pass really adequate and suitable qualifying examinations before they obtain permission to teach.

THERE is a story of an official, newly come to London, who used to reach his office and "sign on" at an early hour in the morning. Then, to satisfy his youthful curiosity, he would take a long walk about the metropolis and come back, finish his work, and finally "sign off" at a late hour of the evening. In his innocence he imagined it did not matter when he did his work so long as it was done. It was many years later that he learnt that his rapid promotion was due to the opinion, based upon the attendance book, that his chiefs had formed of his industry. Sir William Collins is warned in time, and will not be guided as to promotions and increases of salary by the figures in the attendance book, or by the willingness of the staff to work over-

B.A. versus Teachers' Diploma.

Long Hours.

time. Sir William is annoyed at the public notice that has been called to the scandalously long hours worked in the London education offices. For our part, we are glad that some one has had the courage to lay bare the facts. Not in London only, but in many an education office up and down the country, the hours of work have been, and continue to be, far too long. Sir William promises amendment, and the solatium of extra holidays at Christmas. Indeed, the Council is already advertising for a large number of additional clerks and unclassified assistants. In the executive department there are to be an "assistant executive officer," with a salary of £600 to £800, and a "principal assistant" with a salary of £400 to £600. We do not understand the nomenclature; we give it as stated.

WE have no reason to doubt the accuracy of a story in the *Dublin Evening Telegraph* which tells how public bodies are liable to err and to err in a ludicrous manner. The story is, indeed, humorous, and, if no serious interests were at stake, would merely provoke laughter. Under the circumstances not a little indignation may be mingled with the laughter. It appears that ten years ago the lease of the Glengariffe National School expired and it became necessary to take out a fresh lease and re-vest the school in the Commissioners of National Education in Ireland. The Commissioners refused to re-vest on the ground that the playground was too small. As it was not possible to acquire more space, the matter rested for eight years, when another request was made to the Commissioners. Three inspectors were sent down, and in due course came another refusal—this time because the playground was too large. But, if the school would pay one third of the cost of building a wall to cut off part of the playground, the Commissioners would take over the school. The wall was built in August last. Shortly after comes an inspector of the National Board, who reports that the playground is too small. A few weeks ago a letter was received from the Board of Works saying that, unless the managers would pay one third of the cost of removing the partition wall, the teachers' salaries would be withdrawn. For the proverbial Irishman's blanket we may substitute in future the Glengariffe playground.

LOCAL AUTHORITIES.

THE defunct School Board of Birmingham advised its successor to lose no time in providing increased accommodation for mentally deficient children, and the subject has been under discussion on more than one occasion since. The main difficulty has been the selection of a site. Some thirty possible sites have been considered, and a sub-committee visited and inspected nine of them. The site recommended consists of twenty-two acres, which can be purchased at a cost of £1,700. It is proposed to build a boarding school on the cottage-home principle. It is possible that the Council may object to the scheme on the ground of initial cost. The accommodation proposed is for eighty children, which works out at over £20 a head for land alone. Mrs. Pinsent, however, had strong arguments in favour of the proposal. She pointed out that there were certain children whom it was impossible to educate in a day special school. Their presence made the work more difficult. They came from the most wretched and degraded homes, and were often so dirty that it was impossible to instil common decency into them. Yet they could not be classed as imbeciles, and so the Education Committee must undertake their charge. Experience had shown that such children were often capable of doing simple manual work. The best plan was, therefore, to remove them entirely from their home influences, to educate them in a boarding school till the age of sixteen, and then to pass them on to an industrial colony. To cope with the existing evil there can be no doubt that boarding schools are necessary. In the meantime, while the school is building, arrangements have been made for the temporary

accommodation of additional children, eighty-two of whom are claiming admission to the existing day schools.

A REPORT of the number of pupils in day schools other than public elementary schools has just been issued by the Education Authority of Plymouth. We learn that in the Council secondary schools 184 pupils (87 boys and 97 girls) are educated, while the proprietary

and private schools account for 1,731 (843 boys and 888 girls). This works out at about one pupil in 56 persons who receives an education other than that of a public elementary school. The Board of Education recommends that accommodation should be provided for one in 42. Plymouth, with its population of 113,000, should therefore have 2,600 secondary-school places. The report proposes that an inspection should be made of those private and proprietary schools that are willing to work with the Council. Schools may, with the approval of the Council, choose which recognized inspectional body they prefer. The schools that are named as efficient are to have certain aids and privileges; but these do not seem to include a money grant. They are, briefly, use of laboratories, assistance of visiting teachers, and loans of apparatus. The schools will be publicly announced as "efficient," and they may receive scholarship-holders. Such proposals ought to be very cordially accepted by the majority of the private schools. The inspection would extend to the premises, the number and qualifications of the teaching staff, and the suitability of the curriculum. It does not appear that any inquiry will be made into the finance of the school; but it will certainly be the duty of the Authority to satisfy itself that adequate salaries are paid. If the proposals are carried out, Plymouth will get a system of approved secondary education with the minimum of cost to the ratepayer.

THE report gives a list of sixty-one proprietary and private schools, which together educate 1,731 pupils. The further inspection which is contemplated will probably prove that a number have no wish and no right to claim the title secondary. One school has 3 pupils only; sixteen have 11 pupils or less; ten schools have from 11 to 20 pupils, and nine from 21 to 30. Only fourteen out of the sixty-one have 50 and upwards. The ages of the pupils vary from three years to "over fourteen." So large a number of small schools implies a good deal of waste and comparative inefficiency, and, if the Plymouth Authority is to exercise a wise influence, it must limit its support to a small number of schools with buildings suitable for secondary day schools. The average gives 35 pupils to each of these sixty-one schools. But the list includes Plymouth College, with 138 day boys. This is a school with a body of governors and is invited to send a representative to the Head Masters' Conference; so that when we read in the report that 1,731 pupils "do not avail themselves of the school system under public control" we have to conclude that "public" means "municipal." Such an unscientific list of proprietary and private schools lessens the value of this inquiry. It is to be hoped that the Education Authority of Plymouth is able to recognize that there is other public control that guarantees efficiency besides that of its own office. An interesting point in the figures given above is the number of boys and girls respectively. They are almost equal in both classes of schools. Birkenhead, with a population about equal to that of Plymouth, has, according to Mr. Sadler's report, twenty-two private schools.

THE Wilts Education Committee has broken new ground in issuing to the teachers under its control a memorandum on the teaching of arithmetic. Mr. Pullinger, who signs the memorandum, is a Balliol Scholar who took a First Class in Natural Science. He may therefore be allowed to speak with authority; though, outside his administrative work, his record has been with chemistry rather than mathematics. The publication of this document is an interesting new departure; and whether or no the Director of Education in a given county is an expert in the teaching of this or that subject, he has, at any rate, expert advice at his command. The memorandum in itself seems to us excellent. Its main lesson may be summed up in a phrase: Arithmetic should be made real. It should not deal with matters outside the pupil's experience, and, as far as possible, actual measurements and concrete calculations should be made. It is well known to teachers that the working out of sums according to an example worked on the black-board leads to mechanical imitation and is destructive of understanding. But we see difficulties ahead. Teachers, many of them, come from training colleges where the best methods are, or should be, taught. They are guided by the Code and watched by inspectors. What is to happen should the directions issued from the county office run counter to those of Whitehall? But no doubt Mr. Pullinger has consulted inspectors and other authorities. The memorandum is rather a reminder to teachers who have grown slack or who have not kept up with the changes of the day than an attempt to instruct the well trained man, who has, or should have, heard it all before.

FEES IN SECONDARY SCHOOLS. SEEING the enormous increase in the number of scholarships given to enable children in public elementary schools to proceed to secondary schools, we are not in favour of lowering the fees in secondary schools. At present they are far below the cost of education. Any

further move in the direction of cheapening the cost to parents of secondary education should be resisted. The cry for free secondary education for all who are capable of profiting by it is adequately met by the scholarship system. As things are, these scholarships are in some cases worth only £3 or £4 a year. To lower their value still further is to make the scheme of scholarships a mockery. The governors of the New Mills Secondary School (Cheshire) have fixed the fee at 30s. a year, on the ground that the parents are of the artisan class and cannot afford more. The Board of Education has consented for this year only, and insists that the fees in future should be raised to £3. The Board makes also some sharp criticisms on the composition of the governing body, which includes neither women members nor any University representative. Another point in dispute is the position of the head master relative to the governing body. The Board urges that the scheme should secure formally to the head master the right of being consulted in the fixing of the curriculum, the right of controlling the internal management of the school, and the right of appointing and dismissing assistant teachers subject to his general responsibility to the governors and to his immediate report of his actions. If the head master is to have no initiative and no power of management, the result will be a rapid deterioration in the *genus* head master. Secondary education costs from £12 to £40 a year per pupil. To fix the fee at 30s. is out of all proportion to the cost.

Scholarships in Staffordshire. DURING the years 1891-1902 the Staffordshire County Council has elected 62 major scholars—51 boys and 11 girls. These figures exclude those scholarship holders who failed to keep their scholarships for more than a year, and also those whose scholarships are yet running. The annual value of the scholarships varies from £50 to £20. But only one of £50 has been awarded during the whole period under review. Nine holders received £40 a year each, twelve received £30, and the remainder, forty, had but £20. This modest sum is too small to enable a working man to accept such help for his son. It seems probable that the recipients are either well-to-do or that they receive help from other quarters. Out of the whole number of 62 major scholars, 12 had held minor scholarships, and only 4 intermediate scholarships. To a certain extent it would seem that Staffordshire has not succeeded in forming a ladder from the elementary school to the University. And of the 12 minor scholars, 5 received scholarships limited to candidates from secondary schools. This gives 7 out of 62 who probably started their educational career in a public elementary school. No particulars are given of 12 out of the whole number; the remaining 50 proceeded to one or the other of ten Universities or colleges—Aberystwyth, 6; Birmingham, 14; Cambridge, 15; Durham, Liverpool, London, Bangor, and Sheffield, 1 each; Manchester and Oxford, 5 each. It is remarkable that only 38 took a degree or its equivalent. History is silent as to the rest. On the other hand, 14 obtained First Class Honours, and the list of present occupations of scholarship holders includes eight doctors, a barrister, two solicitors, three University teachers, and eighteen teachers in secondary schools.

HOW JOHANNES STURM WORKED IN LIFE AND AFTER IT.

IN the late Mr. Quick's gallery of "Educational Reformers" the figure of Sturm—no favourite, as he confessed, of his—appears in shadowy and uncertain outline. The Strassburg humanist, prominent in his own age and of far-reaching influence beyond it, deserved a more vivid portraiture. Nor is he treated quite justly in the English text-book. Denounced as the father of verbalism, he was not in reality an innovator, but owed his power to constructive ability. Like many others who have been deemed reformers, he was not so much a rock affecting the direction of a current as a straw on the surface of controlling waters. His true importance lies in the fact that the school as he shaped it became a model. He has especial interest for us at this time because the merits of the model are being vigorously challenged.

When, in 1537, the young German scholar, after studying at Louvain and lecturing at Paris, came to Strassburg, two great forces, at first often antagonistic, were fashioning the thought and history of Western Europe. A general kindling of inquiry had begun. Humanism was the expression of the new move-

ment in the intellectual world, Lutheranism in the spiritual. In its earlier stages the Reformation injured or swept away some of the old machinery of education. Convents for men or women could not thrive amid the spread of a doctrine that threatened to empty them; and, since none would study for a bootless consecration, the Universities saw their coffers run low as their numbers dwindled. Sometimes the monastic or the cathedral school came to lack teachers, scholars, and even a roof. Moreover, the Catholic apologists, for their part, pronounced "tongues" to be the very source and root of heresy. But soon the religious opposition ceased to harm learning, and both parties found it wise to enlist the humanistic studies in their service. Of the lights of humanism when Sturm changed the field of his activity, Erasmus had just died; but Camerarius was in his prime, and Melancthon but ten years older than Sturm himself. From many centres constellations of smaller luminaries added brightness to an age which proved to be a new dawn for mankind. The effects of the first conflict were passing away, and it was a work of restoration that fell to the hands of the lecturer from Paris. The four mediæval foundation schools and all the monastic schools of Strassburg had perished with the secularization or transfer of Church property in the city. Sturm's mission was to organize afresh the scholastic system. He became the creator of the Strassburg *Gymnasium*.

In the world of scholarship, or, rather, in that part of it which lay about the Rhine, two schools were distinguishable—the Upper Rhenish, which had been represented in Strassburg by Jacob Wimfeling, himself the author of proposals for a *Gymnasium* there, and that of the Netherlands, or Lower Rhine. It was to the latter that Sturm, educated in part at Liège, belonged; it was the latter also that claimed superiority and possessed higher repute. Both schools had by degrees put away the brain-numbing treatise of Alexander de Villa-dei, whose "Doctrinale" taught in three thousand bad hexameters how to construct bad Latin prose. Both searched for rational modes of instruction in grammar. But the chief note of the Netherlands—not impressed, however, on them all—was a revolt from the Latinity of the schoolmen to that of the classical period. The exercises that they favoured in prose and verse had purity of style in view. They sent out many scholars well versed both in Latin and in Greek; among these Erasmus, prince of humanists in wit and erudition, but not representative of the school. He took a wider view than his teachers of the scope and pliancy of Latin.

Trained in this school, Sturm brought with him its tendencies. He probably believed and hoped with Jacob Agricola, its great inspirer, that Germany would attain to such learning and culture "that not Latium itself should be more Latin." It is true, as Mr. Quick asserts, that he wished to restore to honour the language of Cicero and Ovid. But the statement only gets its proper significance by contrast. Wimfeling, in his school-planning and schemes of education, had recommended as authors to be read Cicero, Sallust, Valerius Maximus, and Seneca; but he joined to them, of the Christian prose writers, Ambrosius, Lactantius, Fr. Petrarcha, L. Aretinus, and others like them; of Christian poets, Prudentius and Sedulius; and he thought Baptista of Mantua no less worth study than Virgil. If Latin books would yield useful knowledge, he was not sensitive as to their Latin style. Sturm, on the other hand, looked for correctness and perspicuity of language: the best words were not those which weighed most, but those which issued from the best mind.

To erect a temple to classicism—that was the object of Sturm the scholar. By what principles was Sturm the pedagogue governed?

At Liège his teachers had been the Brethren of the Common Life; and from them he derived some of his theory and more of his practice. He aimed to beget in his pupils both piety and wisdom. More explicitly he declares "*Sapientem atque eloquentem pietatem finem esse studiorum*"—that a wise and eloquent piety is the end of all studies. The piety wore the colours of the Reform party, to which Sturm had given his adhesion. The wisdom was a knowledge of things. So far, Sturm's pedagogy had nothing characteristic about it. All the German humanists of the day could have subscribed his creed with a good heart. But in practice his system gained particularity by the extent to which under it the piety and wisdom were required to be eloquent. Wisdom, the *cognitio rerum*, was

for ripeness; immaturity would fatten on words. Language dominated the school, and the methods employed to teach it may best be described as rhetorical. Again, rhetorical methods led to the goal of rhetoric, chiefly after Latin, but also after Greek, exemplars. To speak Latin as the Roman orators spoke it—this was to be the ambition of the boy, and the ideally finished product of the Sturmian school would have been a Protestant Cicero of sixteen.

This may seem now a strange and futile object to pursue. But, if any should ask why the supremacy was given to Latin, the answer is not hard to furnish. It is not likely to have occurred to the school-maker that German, the native tongue of his pupils—for Strassburg was then, as now, German—would yield abundant wealth to those who mined in it. French—the French of Molière—was rather in the making than made, nor had it obtained its subsequent vogue. It was in Latin that nations transacted their affairs and scholars exchanged opinions; and, as to religion, to be ignorant of Latin was to stand as an unarmed child amid the warfare of the age. The language had the utmost *practical* value. Why, again, should it be taught rhetorically? Because he who spoke it effectively, and so by inference could write it with ease, held the master-key in diplomacy and polemics. Greek, too, was a *practical* study; for the Greek were contained the later oracles of God and the weapons of controversy. Underlying, as the attentive will observe, the whole conception of a school was the pernicious idea, not yet quite extinct, that the business of education is to produce a learned caste. The thought was not of enriching the life of a people, but of breeding scholars to be the people's exclusive voice. Germany knew not then that the Greek minstrel singing at some harvest of grapes was at least as much an educator as the schoolmaster with a score of lads dancing to his birch.

It would be out of place here to examine with great minuteness all the features of Sturm's pedagogy. Those who are curious about the subject will turn to Veil and to Ziegler. Only let it be clear what the rhetorical method was. The classics were not literature supplying food for life, but dead words. Learn them by rote, impress their phrases on your memory, and reproduce, upon occasion, their elegancies as your own; so, in effect, ran the precept. The following of it has received the name of "the jackdaw trick"; for the jackdaw not only stole the peacock's feathers, but pretended to have grown them. Besides the ancient languages few matters of instruction were offered to the boys. It is only when Sturm comes to lay down the work for *Prima*, the highest class, that he writes; "Arithmetic must be given, Mela (for geography) examined, Proclus (for astronomy) put in hand, and the elements of astrology learned." It may be suspected that the pedagogue would have found it difficult to be particular in some cases where he generalizes, and that a detailed curriculum of scientific study would have been beyond his powers. As to the piety, the flower that was to spring from all the disciplines, he does not seem to have had any deep feeling for religious education; but he strove to promote honest ways and good morals. "Magna nobiscum barbaries nascitur," he remarks; pain may be used to remedy the natural perverseness, but cruel teachers must be removed from office.

Such was the scholar, such the pedagogue, under whom the Strassburg *Gymnasium* opened at Michaelmas, 1538. The word *Gymnasium* in the middle of the sixteenth century meant more than now, and Sturm's *Gymnasium* aimed much higher than the "Latin schools," of which (to take the place of the monastic and cathedral schools) the Civic Council had established several. It brought them together under the roof of the Monastery of the Barefoots, and made of them the nucleus and rudimentary part of itself. A "Latin school" had consisted, as a rule, of three classes—the first under the schoolmaster proper; the second under the assistant (*provisor*, *synergus*); whilst the third was taught by the *tertius*—often a well trained pupil of the first class. The new institution, designed to be of eight, had soon ten, classes. Moreover, in the same building—after a year the old house of the Barefoots was abandoned for that of the Dominicans, or Preachers—*lectiones publicae* (public lectures) on the ancient languages and rhetoric, philosophy, mathematics, law, and theology conveyed more advanced instruction. The lectures delivered by professors (*professores*) were regarded as the inseparable complement of the classes of the schoolmasters (*praeceptores*). The institution

gained unity from the fact that it had one rector (Sturm himself), and its teaching was viewed as continuous. For its full course fourteen, presently increased to fifteen, years was the normal time requisite—five of them being given to the complementary lectures. Obtaining, in 1567, an Imperial charter by which it was privileged to bestow the lower degrees of Bachelor and Master, but not the Doctor's hat, Sturm's creation occupied an anomalous position; it was half school and half University. Curious to relate, the same vagueness and uncertainty vitiated educational nomenclature in the sixteenth as vitiate it in the twentieth century. What is sanctioned by the Charter is now *Universitas*, now *Studium generale seu Gymnasium*, and again *Academia*; just as, to cite a modern English ambiguity, an "academy" may be either the proudest or the meanest place of education. Six was accounted the most suitable age for a boy to enter the institution. Admitted, he would devote *nine*—or, as was afterwards the custom, *ten*—years to studies mainly linguistic. The defect of Sturm's pedagogy, it will now appear more plainly, was not that it excluded or ignored, but that it postponed the more liberal parts of intellectual culture; that it severed too sharply the *artes sermocinales* from the *artes reales*. Substantially, the ten classes of the school—it is with them that we are concerned—were for the former; the latter had their treatment, for the most part, in the lecture-room.

Decima—or, to use English names, the tenth class—formed a sort of preparatory school to the *Gymnasium*. In it, after reading—learned partly from the German Catechism, partly (and this is what Sturm himself advised), from Latin paradigms (!)—writing was taught; in it, too, the child got entrance to the Latin language, voicing it in pure "Roman," not in German, sounds. For grammar Melancthon's was at first the text-book; it afterwards yielded place to the "Educatio puerilis Linguae Latinae" of the Strassburg *praeceptor* Golius. As a reading book a selection of Cicero's "Letters" served until the "Neanisci," colloquies prepared by Sturm, supplanted it. The method of instruction is interesting. The little boys, of course, could not at once translate Cicero for themselves: the teacher construed a passage to them and caused them to decline the nouns and conjugate the verbs that occurred in it. Lists of words had to be got by rote, and the "Neanisci" supplied a *copia verborum* for Latin conversation; for it was Sturm's resolve that his boys should not only learn to speak Latin, but should speak it as soon as possible. Accordingly he equipped them with the names of the common objects about them, whether in playground or church, in school-room, kitchen, or cellar. Latin was to be a living language acquired and used like a second mother tongue. In every class throughout the school a boy had to keep his *diarium*, or book in which the words that he had got were entered day by day under subject headings. The diet of childhood in the ninth class was much as in the tenth, with a garnish added of all the anomalous and irregular forms. In the eighth, Latin, as before; grammar had to be studied more systematically; rules were in Latin, which now began to be the language of the school. It is not, however, of Sturm's institution that the Draconic law is recorded: "Vernacula lingua loqui in ludo nostro piaculum est atque non nisi plagis expiatur." The seventh was the class in which the boys entered on syntax. Cicero's Letters or the "Neanisci" were still the reading in prose; but verse—of course, the "Disticha Catonis"—was added. In the sixth syntax was finished, prosody was commenced, and part of Sturm's anthology, "Poetica Volumina," read, translated into German, and committed to memory. The "Andria" of Terence superseded the "Neanisci" as a model for conversation, and Greek now joined Latin as a subject of instruction. The fifth pursued further the study of Latin verse and Greek grammar. For the former the learner had the "Tabulae Murellii" to assist him; he made acquaintance with poetical mythology, and he put dispersed elements of verses into place again. His reading was "Poetica Volumina" or some Eclogues of Virgil.

To rise to the fourth class, "provided with a good store of choice words, and familiar with illustrations drawn from poets and with a greater number still from orators," was to pass to a higher division of the school; as we should say, to "upper school." The school-books will show the stages of progress. Lucian's "Dialogues of the Dead" appeared in the fourth; Isocrates or the easier speeches of Demosthenes, as also the so-called "Aurea Carmina Pythagorae," in the third class; the

"Cyropaedia" in the second; and Thucydides in the first. But in these higher classes the speeches of Cicero were the staple commodity. These and whole books of Virgil were memorized and recited in form. It would, however, fill a volume to tell all about Sturm's famous school, and its character will be growing clear. But, whatever, for the sake of brevity, be omitted, there must be mention of the plays. The removal to the Monastery of the Dominicans was celebrated by a performance of the "Anabion"—a dramatic treatment of the raising of Lazarus, by the then living Johannes Sapidus. But no Biblical story or moral meaning could commend the Latinity of the moderns to the Rector; better an unchaste plot in chaste speech than Christian sentiment communicated by means of debased words. Representations of mysteries or moralities enjoyed no favour under his rule; on the other hand, Plautus and Terence were both learned by rote and acted on the stage. The *decuries* into which the forms were divided had to learn each its play; and Sturm held it to be possible and desirable for the first four classes to master in this way the whole of the two dramatists in a year, or even in six months. Had he not himself, when a boy, acted Geta in the "Phormio" before St. Martin's Church at Liège, to the lasting benefit of his scholarship?

These *decuries* were sets of eight or ten boys, subordinated to a *decurion* or *ensor*, who exercised a disciplinary control over his charges. Annual promotions took place; and there were speech days, at which prizes were awarded. But any might dispute in a Latin speech the successful candidate's title to the reward. Good-conduct money (saddest of all inducements to virtue) aided the authority of the teacher, and let him close at times the Janus temple in which his arms lay.

From the school let us look a little more closely to its begetter. Sturm is described as "a man of medium size, dark and ruddy complexion, firm features, long beard, clear and well modulated voice, dignified presence, and a somewhat slow gait." Attractive as a lecturer, he had small part in the teaching of the school, being one of those head masters who boast themselves to shine as organizers and supervisors. A notable man in his generation, he engaged himself in diplomacy, and found it a pitch from which it was hard to bring back the hands undefiled. Still more prejudicial to his welfare were the theological studies that occupied him much in his later years; for he was led by them to champion an unpopular cause, and his adversaries prevailed. "On account of age and for other reasons" he was dismissed from the rectorate in 1581, retiring to his Tusculum at Nordheim, where he lived in poverty, loneliness, and partial blindness until, in his eighty-second year, death released him from these evils. His latest pleasure was not in pedagogy, but in hurling his Ciceronian phrases against the Turks and devising plans to thrust them out of Europe.

But death was not the end of Johannes Sturm. His spirit worked on after him. Even while he lived it had become usual to consult him whenever a school was founded in Germany, and it was natural that he should propose the Strassburg *Gymnasium* as the pattern to be imitated. His pupils were preferred as teachers and head masters, and themselves taught as they had learned. His influence was apparent in the School Ordinance for Würtemberg, and filtered thence into that for Brunswick and that for the Electorate of Saxony. His countrymen hailed him as "pater scholae, Cicero et Nestor Teutonicus." And he exercised a power not confined within the limits of his native land. Sturm was even more distinctly the parent of the English public school than of the German. Ascham, his friend and correspondent, borrowed from him in the "Scholemaster." The double communication of English humanists and Reformers with the humanists and Reformers of Germany, the Netherlands, and Switzerland formed a channel through which flowed much more than we are willing to own. England imported a school from Strassburg as well as doctrines from Geneva. Everything that characterizes an English public school on the intellectual and moral side, and even things peculiar to a few schools—the verse-making, the declamations, the play, the limited range of authors read, the books of Virgil learned by heart, prefects or monitors, apposition (once a fact if now a name), good-conduct money—all will be found in Sturm's institution. And for three hundred years in a world of change—Latin, for example, lost all its *practical* value—the school remained almost unchanged. Then concessions were made to public urgency—some half-hearted and vain, others sincere and useful. But, on the whole, the school continued to be

given up to Sturmianism. And, lest the vagueness that has been deplored should invalidate the charge, be a definition, with however unskilful hand, essayed. Sturmianism is a mode of education under which the classical stalks masterfully among other disciplines, to take a figure from the poets, like a herdsman among sheep; a mode of education under which memory is exalted above observation, and the study of words defers unduly a knowledge of things.

A silent revolution is in progress, not perceptible in the cathedral closes where Education Bills germinate, or in the discourses of our clerical head masters—nothing revolutionary there—but with its stages, nevertheless, reported in journals and its surging manifest throughout Continental Europe. In Russia it overthrows ministers. Germany holds out her sign of it in the struggle, already in large degree successful, to win for the *Oberrealschule* and the *Realgymnasium* a parity of right with the *Gymnasium*. In France, delicate barometer of European thought, it is shown by the resolution of the *lycée*, long the jealously guarded preserve of the classics, into sections, among which the classical is not even a much favoured choice. To-day Greek is the chief object of assault; to-morrow it will be Latin. The demand is for what are called modern subjects, but principally for science, and for the education that depends less on *remembering* than on *observing*. Sturmianism is being challenged in respect not only of its methods, but also of its root matter. If the revolution fulfil itself, science will depose classics from its sovereignty in the school.

Soon the English public school will have to consider its position. When it does so, there is a grave question, not proper or likely to be overlooked. The movement in France must be interpreted by means of other facts, and, so interpreted, reveals itself as associated with an attack on religion. But is the local phenomenon decisive? Is there a necessary opposition between religion and science—a necessary connexion between classics and religion? Has religion any more cause to fear science than science has to fear religion? Perhaps competence will presently sit in inquiry and tell us with authority whether science, urging her claims with marvellous and awakening discoveries, might safely be admitted to the school, not with a half-churlish tolerance, but to the upper room of highest honour. Perhaps the words of the epitaph on gentle-hearted "J. G. L.,"

Religionis verae exemplar,
Carminibus Latinis amicos saepe laetificans,

may come to be regarded as a sly touch, of monumental humour rather than as a deliberate ascription of supreme holiness.

The difficulty overcome, and surely it can be overcome, science will reign. Life will ultimately triumph over dead matter, as the tree, with irresistible growth, parts the stones of a sepulchre. Johannes Sturm has done his work and may now rest.

W. G. FIELD.

THE HUMOUR OF THE SCHOOLROOM.

Of all professions that this world has known
From clowns and cobblers upwards to the throne . . .
The worst for care and undeserved abuse,
The first in real dignity and use
(If skilled to teach and diligent to rule)
Is the learned master of a little school.

ALEXANDER WILSON.

ALTHOUGH education has changed considerably—and we hope for the better—since the last days of the eighteenth century, when the above lines were written, it must be admitted that the daily life of the schoolmaster is still full of care and anxiety and much "undeserved abuse." Yet even the prosaic profession of pedagogy, like its fellow-professions, has its humorous side, and at times the dull monotony of the schoolroom is relieved by touches of genuine, though frequently unconscious, humour. Bacon has it that "the invention of young men is more lively than that of old: and imaginations stream into their minds better, and, as it were, more divinely." There is a *naïveté* born of a humour keener than that of the staid old philosopher, in these lines, and to any one conversant with the workings of the schoolboy mind they will appear delight-

fully expressive. If we make a further diagnosis of the youthful mind, we shall find very frequently that the younger the mind is the greater does the power of imagination seem to be developed. Who but the unconscious schoolboy—if we may be allowed the epithet—could be responsible for that originality so often displayed in answers to the most prosaic of questions? Definitions the explanations of which have baffled the keenest intellects of all times are treated with scant respect by the “original” schoolboy. The great question “What is truth?” had taxed the minds of such men as Pythagoras, Aristotle, Aquinas, and had remained still shrouded in mystery until it was brought into contact with the mind of a youthful philosopher of our own day. “Truth,” we now know, “is the owning up to a thing when you are found out.” Here at last we have arrived at a definite answer, and we cannot but feel that “imagination has streamed in better, and, as it were, more divinely.”

Some one once said that originality was the stepping-stone to success. We are not prepared at present to contradict or acquiesce in this statement, but all who have had any experience of the workings of the youthful mind will readily admit that it is precisely this trait of originality which goes to relieve the monotony of a schoolmaster's life—that gleam of intellectual sunlight which occasionally streams into the school-room. The imaginative boy, on the other hand, is the cause of much care and anxiety to his master; but, at the same time, he is the source of much that is humorous.

How tedious at times would be the construing of a passage from some author where the imagination not allowed its full play! The “original” boy is never conservative in his action; liberality is his birthright. The laws of consistency are unknown quantities in his life. No section of learning is sacred to him: while language, classical or modern, is a flourishing tree from which he draws much fruit. Even that dull science of facts and figures—mathematics—teems with possibilities for his genius. It was our duty recently to prepare an examination on Roman history for a class of small boys. One of the questions asked was: “What do you know of the Agrarian Laws?” They had caused no little anxiety to their originator, but they presented little difficulty to one bright youth, who unhesitatingly pronounced them to be “laws formed by some Roman or other that no woman was to drive about Rome in an open chariot unless she was going to church.” The reason for this originality has caused us much thought, but we have failed to satisfy ourselves. To another boy the “hastati” were the “blooming manhood of Rome.” Perhaps, however, of all the reforms introduced into Rome none would have been so dear to the heart of a schoolboy as the “Licinian Laws.” According to one the “Licinian Laws” were passed that “no schoolboy was to be killed or thrashed in school without his own consent.” At first we felt that our dignity was in peril, and we cross-examined the boy; but we found that the answer had been given in all simplicity. There are undoubted signs of genius in this youth, and we can prophesy him a brilliant future.

The history of the famous Gracchi was rendered very interesting from the fact that “they were two young men of the respectable ages of twenty-nine and thirty, and they had a mother whom they hated.”

We once imagined that it was no easy task to write a clear and concise biography of some great character of history, but we have somewhat modified this idea since reading a short life of Julius Caesar, written by a small boy. Future historians may learn that much new light is being constantly thrown on the lives of our great heroes. We have taken the following extract (without the author's permission) from a recent essay on Caesar:—

Caesar was called the Emperor of life because he was such a mighty powerful clever man. He is said to have been fit for almost anything. Once on the ides of March he was forbidden by his wife to go to a place called the Senate but sitting down on a chair reading a note from Brutus, Cassius came in and struck him on the head and Caesar looking up said “Thou too Brutus!” and then transpired before the statue of Pompey.

Another budding historian, viewing the same character from another standpoint, wrote: “After Caesar had received his Crudal Aedileship he lost his aunt and after conquering the Transalping Galls was stabbed in the hearth.”

We have been wont to look upon this great Roman as a man of almost infinite capacity, but we admit that it surprised us to

learn that he “was an architect, a judge, and finally a senate,” and that he once uttered “those famous words ‘vini, vidi, vice.’”

If history offers abundant opportunities for the play of the imagination, the classical languages seem to be of still greater assistance to the schoolboy for displaying originality. It seems almost a law of Nature with some boys to translate a passage from a classical author incorrectly the first time they have to deal with it. This is more noticeable in younger boys than in those of maturer years, owing, no doubt, to the fact that the younger boys have not as yet arrived at the state of being able to see certain things in their relations with other things; in other words, they have not yet learnt to think for themselves. The path of least resistance is a fundamental law with them. “Integer equus” to one was nothing else than “an equal number”; and, when remonstrated with, the boy unblushingly made answer: “Integer” means “a number” and “equus” means “equal.” Therefore—the deep sarcasm contained in that word “therefore”—the poor master quailed before the eye of that unmerciful logician. No doubt, the boy had pity on the ignorance of his master, for he quickly changed the subject.

Equally original was the translation of “felix prole virum.” What could it possibly be but the one given, “a happy man with a family”; and is it not obvious to all that the letter “P.” is an abbreviation for “pabulum,” the ordinary food of a Roman soldier?

After reading the Second Book of Caesar's “De Bello Gallico” one youth was evidently impressed by the dignity of Divitiacus, for he translated “honoris Divitiaci causa” “for the sake of Honourable Divitiacus.” On another occasion the same boy was responsible for the following:—“Nomine obsidum,” “Under the name of ostriches.” What the master had said was clear, but the word “hostage” was an enigma to him, and hence the result.

Who will dare to deny that it was a stroke of genius which made “pes” come from the verb “pum, pes, pet, pumus, pestis. punt”?

In our experience we have found that French is a good recruiting ground for originality. In an account of a young lady's travels in Corsica the phrase “Une vendette transversible” was rendered “A blood-curdling story,” and “C'est d'un sang vif” was made to mean “His temperature was above normal”—this from a boy in one of the upper forms. With regard to questions on “general” knowledge—knowledge which does not come into the ordinary school curriculum—the master must be prepared for even higher flights of originality. One of the questions asked in a paper of this description was “What are the chief Shakespearean plays?” The answer given was certainly unique: “The chief plays of Shakespeare are ‘Macbeth,’ ‘Quo Vadis?’ ‘Sign of the Cross,’ ‘Mikado,’ and ‘San Toy.’” A better example of undigested knowledge one could scarcely wish for. The scene of the next example was a class of middle-form boys, and the question was asked: “Which are the Seven Hills of Rome?” Among many varieties were the following:—“Appletine, Caroline, Epistoline, Quarantine, Cataline, Veraline, Eataline.” So happy was this class in its blissful ignorance that the recital of some of the answers produced a smile only from the more intelligent of its members.

We will conclude with a few stray examples taken from various sources, not directly connected with school work, but which illustrate the peculiar cast of mind we have been speaking of.

“A cyclone” means a “bicycle with four wheels”—at least, we are so informed; whilst a “widow” is a “she bachelor.”

As a relaxation one day the master had described the conditions of prison life in Siberia, and had depicted graphically the horrors of the *knout*. On questioning the class afterwards about the subject of his story he casually asked one boy to tell him what a *knout* was. Judge of his surprise when he heard that the *knout* was a vulgar word commonly used in Lancashire and meant “nothing.”

On a certain morning an examiner went to a class fully prepared, as he imagined, for the most startling examples of schoolboy perversity; but he was hardly prepared for the answer to his very first question. Going to the blackboard, he proceeded to explain a simple sum in arithmetic. “What am I to do next?” and quickly came the answer: “Add up the giblets, sir.” We need hardly say that sum is not yet finished. These, then, are a few examples taken haphazard from a

schoolmaster's note-book. The life of a pedagogue may, it is true, be full of care and "undeserved abuse," but, after all, there are occasional humorous moments even in the most uninteresting class of boys it may have been our lot to teach. May it not be that the master learns much during these moments? It often happens that these very mistakes are the means of allowing him to come into closer contact with a boy's mind—the means of his seeing the "other side" (if we may use the words) of his mind. We all learn by blundering, and to cleverer minds than our own we ourselves may appear quite as "original" and quite as imaginative as our pupils do to us.

J. H. OLDHAM.

A COMPARISON BETWEEN ENGLISH AND FRENCH SECONDARY SCHOOLS.*

By CLOUDESLEY BRERETON.

A COMPARISON between any branch of English education and its equivalent in some foreign system is always a matter of difficulty. The elasticity and variety that prevail in every grade of English education make it far from easy in many cases to say with absolute definiteness what is really typical and representative. English education—and especially that section of it known as secondary—is, like the English climate, made up of a large number of samples. If its specimens, when good, are (like the little girl in the nursery rhyme) "very, very good," it is no less certain that, when they are not, they are "horrid" enough in all conscience. Happily the selection of normal types is far less arduous in the case of the French schools, owing to the uniformity of standard which State control naturally produces. Still, it is always possible for a foreigner, even when he has gone through a French school and a French University, to fail to do justice to the French point of view. None the less, I feel certain that my French friends in the audience, if they do not always see eye to eye with me on all points, will condone any shortcomings on my part on account of the genuine admiration I feel for the many strong points which distinguish French secondary education. Unfortunately my task is rendered still more difficult by the fact that the two countries have each been passing through an educational revolution, the effects of which are far from being as yet complete. Each educational system is, therefore, in a state of unstable equilibrium—though, no doubt, once it has found its new centre of gravity, it will ultimately come to rest in a stronger position than heretofore. In France the revolution has mainly affected curricula; with us it has been, above all, administrative. While our neighbours across the Channel have been recasting their programmes from top to bottom, we have been reconstructing and consolidating the entire system of national education, in which, for the first time, secondary education finds definite official sanction. But this acknowledgment of the duties of the nation towards the education of the people as a whole has been coupled with a most extensive measure of decentralization, by which the joint responsibilities of the localities in the matter have even more strongly been emphasized. Hitherto secondary education, except in certain subjects in science and art, has been entirely dependent on endowments, private initiative, or the doles of the more generous Local Authorities in order to work out its own salvation. Recent legislation has now made it a branch of local government, as much a matter for local consideration as the supply of good roads or of good drinking water. Our Local Authorities are thus suddenly called upon to solve every imaginable question that can be raised in connexion with secondary education.

I propose to begin by comparing the relationship of the schools in the two countries to the Central Authority and to the locality. In France the State schools, whether *lycées* or *collèges*, stand in very close and intimate connexion with the Ministry. The *lycée* is wholly controlled by the Central Authority, while, even in the case of the *collège*, the locality has but little part in the management of the school, except as regards the financial arrangements. Recently an attempt has been made

to encourage the locality to give a certain local colour to the *collège* within its borders by subsidizing special courses of instruction in practical subjects. But, in spite of this new departure, the Central Authority still exercises an overwhelming control. The private schools are likewise, to a certain extent, under Government supervision. The principal must be at least a *bachelier*, and the buildings open to sanitary inspection. All this is plain sailing; but when we come to England we find no less than three categories of public secondary schools, with varying degrees of central and local control. First, we have those endowed schools which receive no public money at all, each with a scheme of its own, which is practically a charter, under which it is managed by a body of governors. The Central Authority can revise its scheme; but in practice it is to all intents independent. In the next category come those endowed schools, also under governing bodies, that receive aid from the Central Authority, which in turn inspects their work, and thereby controls their curricula. And, lastly, we have those endowed schools which receive not only grants from the Central Authority, but also from the Local Authority, as well as the schools which these Local Authorities have founded and maintain. This last-named category of schools is thus under the *condominium* of the Central and Local Authorities. The private schools, which are also lumped together with the secondary schools in the only official census taken of secondary education, include schools of every possible type from the kindergarten upwards. So far they are entirely free from public oversight in respect either of teaching or of sanitation. As Matthew Arnold has said, there is nothing to prevent a ticket-of-leave man from running a private school if he likes.

Obviously the central control as exercised in France secures certain great advantages. It ensures the public secondary schools being officered by a thoroughly qualified staff corps of teachers and supervised by a body of competent and experienced inspectors. The result is the attainment of a uniformly high standard of intellectual efficiency in the State schools with which our public schools in the bulk can hardly offer a comparison. On the other hand, the freedom enjoyed by our schools has saved us from the opposite dangers of excessive uniformity and tied our hands less in the making of new experiments. But the quarter from which we hope to see the greatest progress is the locality itself, which has now a definite voice in the management of many of the schools. As M. Ribot has said: "On connaît mieux sur place ce dont la localité a besoin."

I now pass to the position of the head master in the two countries. The French *proviseur*, or *directeur*, is the administrator of the school, the titular head of the teaching staff. He has two other officials at his side—the *censeur*, who looks after the discipline; and the *économiste*, who acts as bursar or steward. His position, once regarded as highly desirable, seems to have become less attractive of recent years. His powers of initiative are strictly limited and his control over the staff very slight. These defects have been much felt of recent years; and in the new so-called *lycées autonomes* he is more like a real commander-in-chief than merely *primus inter pares* among the other officials and professors. For instance, the boarding arrangements are in his hands; he has the right to expend any unexhausted balances, and can organize the discipline of the school on what lines he pleases. Still, when all is said and done, the English head master in a public school has far more extended powers. He is often a veritable *pontifex maximus*, in comparison with whom the French educational chief is a mere *rex sacrificulus*. He has no *censeur* on his right hand with whom to share the power of the *fascies*, no *économiste* on his left with whom to divide the management of the school *aerarium*. His power over his assistants is, at least in theory, absolute. He can dismiss at three months' notice, without cause assigned, a master who has served the school faithfully for thirty years. No doubt, these extreme powers are at times abused; yet the system has its merits: without freedom there can be no responsibility.

Nothing shows more clearly the different stress laid on education in France and in England than the organization of the teaching profession in the two countries. The French in insisting on the importance of intellectual attainment have deliberately divided up the dual function of the educator between the professor who does the teaching and the usher or *surveillant* who looks after the pupil in playtime and preparation. One of the results of this division has been the production of a strong body

* Lecture delivered to the students at the London University Holiday Course, August 8, 1904.

of highly cultured and admirably equipped teachers. No doubt we have many capable masters in our schools, but, taking them through and through, the level of the teacher's attainments is nothing like so high as in France. On the other hand, there are signs that this division of pedagogic functions between two sets of persons is not altogether for the best. Moreover, if stress is laid on the training of character and of the will, it is obvious the two parts must be doubled by one and the same individual, as is always the case in England. But when we compare the position and prospects of the French teacher with those of his English colleague we find that the former, as a rule, enjoys a far more favourable situation. In England there is no definite security of tenure. In but few cases are there any prospects of a pension. Some masters are more highly paid than any in France, and a favoured few who keep boarding establishments may accumulate a decent fortune; but, if there are a few bigger prizes in the English profession, there are far more blanks, and many salaries in the smaller grammar schools scarcely provide a living wage. Moreover, the hours of work are longer. Some Frenchmen grumble at the excessive number of twenty hours a week. Many English masters have nearer thirty. And, finally, their position in the social scale is not so high. Mr. Benson, who belongs to a big school, rates the schoolmaster as a second-class gentleman; the first class being occupied by the representatives of the Army, Navy, Civil Service, and land agency! In the smaller schools the teacher probably does not rank above a curate. In France the prestige of the State teacher and his official standing make him a highly eligible *parti*—especially in the eyes of those mothers who wish to choose a steady man for their daughters—in the same way as some mothers in England have a distinct preference for a clergyman. On the other hand, the English master—except in a few schools—is often condemned by straitness of means to celibacy; his only consolation being that of acting as a foster father to other people's children! With the stress that they thus lay on intellectual attainment, the French have naturally pushed the system of specialist teachers much further than we English, who have probably gone too far in the opposite direction in expecting our so-called form masters to teach subjects in which they were not really capable—such as modern languages. On the other hand, with specialists throughout the school, the classes are apt to become like sheep that have no shepherd; while the shepherds themselves are reduced to the position of drovers who barely know by sight the numerous flocks entrusted to them. The German system of having regular class professors combined with specialist teachers seems to obviate to a certain extent the difficulties inherent in the English and French systems. Still the German *Ordinarius* does not quite fill the same position as the English form master. He does, indeed, act *in loco parentis* towards the boys; but he does not share their life out of school, as a sort of elder brother and Mentor combined, as the English master often does.

Coming to the internal economy and administration of the school, one may notice one or two interesting points of difference. In France the year's work of each class is mapped out and defined: there is little or no overlapping between the work of the different classes. In England each school, being more or less free, can allot its work as it pleases, have as many or as few intermediate classes between the top and bottom of the school, and call them by whatever names it likes. Hence, while promotion on the Continent is practically a yearly matter, in an English school a clever boy can hop, skip, and jump up three, or even more than three, classes in a year, especially in those schools in which the curriculum has not been arranged on the plan of the pupil being obliged to master every jot and tittle of each section in succession. In a word, the promotion is by *ability* rather than by knowledge—a very important distinction. The system is undoubtedly bad for the weaker vessels, who require a curriculum in which everything is carefully arranged from start to finish. On the other hand, it enables the bright boy in classics to come more rapidly to the top of the school. Such methods of promotion undoubtedly tend to disarrange the work of the classes and render it more difficult. Hence, in some schools the pupils in the upper classes are often reclassified in different *sets*, according to their attainments. Thus, a sixth-form boy in classics might, if less advanced in other subjects, be in the fifth set in mathematics and in the fourth in French. The defect of this system is that, if employed too freely, it breaks up the classes and renders them

less homogeneous than they ought to be. Its increased costliness is also against it. On the other hand, it renders the English teacher's task less difficult with the duller boys than that of his German colleague, who has to bring his pupil to a certain level in every subject; while, if properly managed, it possesses all that is best in the *allgemeine Bildung*, while safeguarding the school against the dangers of too large an application of the principle of elective studies, which at present dominates American education.

The French system, with its regular programme, thoroughly efficient staffing, and capable inspectorate, has one great merit. It renders superfluous all *external* examinations except at the end of the school career. The English boy is harassed throughout his whole school life by a series of external examinations, which we must modify or abolish as soon as possible. The result is that, instead of the curricula controlling the examinations, the examinations control the curricula. Historically the present chaos is explainable on *laissez-faire* grounds. The English school has been largely a close borough, whose workings were unknown to the public. Hence the desire for a public audit, which only an external examination can give. Again, the English master's class-room was until recently his castle, into which the head master rarely, if ever, penetrated. Hence the need for the head master himself to know what was going on inside his subordinate's stronghold.

In France, again, they have managed to devise one single leaving certificate, the *baccalauréat*, which is at the same time an "Open, Sesame!" to all the professions. In England not only has each University its own entrance examination, but some of the colleges have an extra one into the bargain. Moreover, there are at least twenty professional bodies that have instituted special entrance examinations of their own. Can you imagine the chaos that the preparation for these different examinations produces in the schools? Happily, within the last three weeks, the Consultative Committee has reported in favour of a single leaving certificate for pupils of eighteen and nineteen, with another for those who leave at sixteen. The French *baccalauréat* is held by the University; but allowance is made for the pupil's performance at school by the production of the *carton scolaire*, or school record. It seems probable that we shall finally adopt in England a form of examination in which the teacher takes a more active part in the proceedings, and thereby approximate more to the German method. There are, however, still a good many people in England who think a teacher should not be allowed to brand his own herrings.

But the superiority of French methods of examination over English does not end here. Our examinations are still far too much a matter of memory. They are, in a word, an audit of knowledge; at their worst, a mere audit of facts. The competition is, above all things, a match against time. The pupil who can disgorge the greatest quantity of facts in a given time comes out top. Questions of style (except in Latin or Greek prose), of composition (in the large sense of the word), are of secondary consideration; whereas, if I understand the French system aright, it is just these very *constructive* qualities to which most value is attached. I will deal with the question of technique later, but surely the broad difference between the two is the difference between the copyist, the reproductive workman, on the one hand, and the architect, the master builder, the original designer, on the other. Moreover, the French examination itself is a valuable exercise. The English examinee writes on the assumption that he is writing for one who knows what he ought to say and only wants to verify his facts. The French examinee writes from the point of view of one who wants to explain to the ordinary cultured person what he has to say. Obviously, in real life the first method does not possess the same utility as the second. No doubt there are certain dangers attached to the French system—everything is fraught with danger in this world—and a skilled rhetorician may be able to dazzle the eyes of his examiners and thereby conceal his lack of depth or grip of the subject. We don't want to breed writers of the type of Lord Brougham, of whom it is said he used to get into a bath of rhetoric and splash about. Again, the French, in maintaining the oral side of their examinations, have held fast to an indispensable test that we have largely rejected because of its alleged uncertain nature. It was supposed to be unfair to nervous candidates. I am, however, one of those persons who do not understand why allowances should

be made for nerves in the examination room when they are never made in real life—nor even in games either, for the matter of that. The batsman who gets out from funk has no second chance. Personally I attach such a high value to presence of mind that I am delighted to think that a quality far more valuable than mere memory can be, to a certain extent, tested by examination. Of course, if examinations have no connexion with finding out those who are going to do something in the world, I wash my hands of them entirely. I cannot understand the position of those who separate education and life—to which it should be a preparation. Happily the direct method of teaching modern languages is likely to lead to the rehabilitation of oral examinations in England in the near future.

(To be continued.)

THE COMPOSITION OF THE NEW EDUCATION COMMITTEES UNDER THE EDUCATION ACT, 1902.

Introduction.

THE most important preliminary duty imposed upon Local Authorities by the great Education Act of 1902 was the constitution of Education Committees. This involved first of all the preparation of schemes for submission to the Board of Education for its approval. From the last official "statement" it appears that only four of the total of 333 Local Education Authorities in England and Wales had not then submitted schemes to the Board, and only fourteen of the total number of Authorities had then received the Board's approval of their schemes. According to the Annual Report of the Board, issued last September, the Act would be put into actual operation throughout the entire country during that month. It is possible, and not premature, therefore, to draw attention to certain important facts brought out by a study of the schemes in bulk.

General Classification of the Schemes.

The National Association for the Promotion of Technical and Secondary Education have taken some pains to classify the statistics in all the six "Statements of Schemes for the formation of Education Committees" issued by the Board of Education, and the results are published in their quarterly *Record*. The following tabular summary embodies the statistics in a very useful and interesting form. It shows at a glance the relative position that the Local Education Committees established under the Education Act (including also a few minor Authorities with concurrent powers) hold respectively in the matter of the appointment of non-Councillors, otherwise dubbed "outsiders," including the co-optation of women members:—

Local Education Authorities.		Education Committees.			
	No. of Members.	No. of Members.	Coun- cillors.	Non-Coun- cillors.	Women.
53 Counties	4,112	2,216	1,554	622 including	128
65 County Boroughs.....	3,324	1,881	1,220	661	115
129 Boroughs over 10,000 population	3,383	2,529	1,614	915	196
58 Urban Districts over 20,000 population*.	1,019*	1,110*	699	411	74
22 Minor Authorities with concurrent powers Section III.	386	348	196	152	33
Totals (332 Authorities)	12,224	8,084	5,283	2,801	546

The Proportion of Municipal Members.

In the first place, it is quite clear from the above summary that, taking the country as a whole, the County and other municipal Councils possess a very substantial majority upon the new Education Committees. The proportion of municipal members proper actually works out at 66 per cent., or nearly two-thirds, of the total number of members. This should surely

* The number of counties excludes London, but the Isles of Scilly are taken as a separate county. As regards the urban districts, in 24 cases the numbers of the members of the Education Committees exceed those of the Local Education Authorities themselves.

give complete satisfaction to all those who have so strenuously advocated for years the municipal control of all grades of education. The use made of the guidance and power afforded to Local Authorities by Clause 17 (3) (a) of the Act is now seen: this simply provides "for the appointment by the Council of at least a majority of the Committee." Thus, it may be claimed that, in at least one particular—in respect of the proper apportionment of Councillors to non-Councillors—the constitution of Education Committees has been generally carried out in full accord with the letter and spirit of the Act.

When the composition of the Committees appointed respectively by the different Local Education Authorities is considered, some divergence in the proportion of municipal members is naturally expected, and, significantly enough, this divergence moves in an anticipated direction. The summary shows that the Education Committees in the administrative counties are composed of the largest proportion of municipal members or members of the Local Authorities; these members stand to non-councillors in the ratio of seven to three. In the face of these figures it should be borne in mind that the clause of the Act already quoted entitles the County Councils to determine whether the persons to be directly appointed by them shall or shall not be their own members.

Excluding London and two or three recalcitrant Welsh Authorities, there is no County Council in England and Wales who have, however, chosen the entire Education Committee from among their own members. On the other hand, all have sought the assistance of persons generally recognized as experts by reason of practical experience in various kinds of educational work.

As regards Local Education Authorities other than County Councils, it is worthy of notice that the proportion of municipal members on the Committees gradually decreases with the size of the Authorities, until, coming to the minor Authorities, the ratio of Councillors to non-Councillors is found to stand at about eleven to nine respectively.

The following summary indicates in percentages the proportion of municipal and outside members appointed respectively on the Education Committees by the five kinds of Local Authorities:—

AUTHORITIES.	COUNCILLORS.	NON-COUNCILLORS.
Counties	70	30 per cent.
County Boroughs	65	35 "
Boroughs	64	36 "
Urban Districts	63	37 "
Minor Authorities.....	56	44 "

While not saying anything in the way of disparagement of the past educational work of either kind of authority, it is evident from the above figures that there is less *guarantee* of efficiency as educational bodies among the smaller authorities. This may be fairly inferred not only from the opinion of the Board of Education, as evidenced by their approval of the Local Authorities' schemes, but also from the action of the Local Authorities themselves, as evidenced by the policy generally adopted in framing the schemes. And it is made more obvious from the fact that in administering higher education the County Councils naturally obtained a different—i.e., a wider—perspective of educational work than the minor Authorities who, under the late Technical Instruction Acts, were pinned to the regulations of, and largely dependent upon the grants from, the County Councils.

The Lesson of the Old Technical Education Committees.

The Board's "Statements of Schemes" indicate generally what *forms* of educational experience are to be represented on the respective Education Committees. But it is a pity that the *extent* of the representation granted is not given at all completely, or, in other words, the actual number of representatives awarded to the various "educational interests." The individual schemes, as finally approved by the Board of Education, would alone indicate this point authentically and in detail.

It is interesting to recall the fact that, just prior to the passing of the Education Act, 1902, the National Association made a serious effort to ascertain the composition of the old Technical Education Committees (of the major Local Authorities) who had been in existence from 1890. This was undertaken with a view of finding out how far the members of those bodies were actively concerned with the administration of elementary, secondary, and higher education. The result of the inquiry was to fully

prove the educational status and identity of the Committees as a whole. This applied even to the County Councils, whose Technical Education Committees, with a very few exceptions, were composed entirely of their own elected members, and not, as was the case with the county boroughs, where four-fifths of the total number of the Committees were of the hybrid character, *i.e.*, included the direct representation of outside interests.

Here is a brief summary of the chief facts revealed by the inquiry. Taking thirty-seven counties, practically one-half of the total number of the members of the Committees were actively associated with elementary education, or, in other words, were concerned with the management and control of what are now known as provided and non-provided schools. A small half (or 46 per cent.) were associated with public secondary schools; 13 per cent. were connected with higher institutions, and there was also fair representation of the teaching profession. Taking forty-nine county boroughs, the proportion of members associated with elementary education fell to under 25 per cent., or one-half of the figure for the counties; and of those connected with secondary schools to under one-fifth of the total number of members; while the proportion of those associated with higher institutions was the same as in the counties; there was also a fair, or even a better, representation given to the teaching profession.

It would be absurd to disguise the fact that these figures show clearly enough that the old Technical Education Committees of Local Authorities would have been quite capable of administering all grades of education—at any rate, with only a slight extension of the principle of co-optation in some cases, and with a larger extension of the total membership in others. It is not hard to see that procedure has followed very closely upon these lines under the provisions of the Education Act, 1902. It may be stated, too, that the true inwardness revealed by the National Association's inquiry was brought home before the Act was placed upon the Statute Book. The actual procedure in regard to the constitution of Education Committees is now a matter of common knowledge. They are established by the Local Authorities themselves, with the approval of the Central Authority; but, to make doubly sure the assurance of educational efficiency, the co-optation of experts with practical experience in and acquaintance with all types of schools is freely adopted, or, in the words of the Board of Education, this requirement of the Act has been "strictly observed."

The Appointment of Women Members.

There remains for consideration the question of the appointment of women members upon the Education Committees—an important question in many respects, and one which does not appear to have received sufficient attention.

From the statistics already given in the tabular summary of the "Statements of Schemes" issued by the Board of Education it appears that the proportion of women included by co-optation on the Education Committees to the total number of members ranges amongst the different Authorities from one in every seventeen to one in every ten. The largest proportionate numbers of women members are found in the boroughs and amongst the minor Authorities, and the smallest proportionate numbers in the counties and the county boroughs. Again, the proportion of women members to the total number of non-Councillors or outsiders, roughly speaking, works out at one in every five in the counties and one in every six in the county boroughs and urban districts.

The terms of the Act, as set out in Clause 17 (3) (c), are not explicit respecting the minimum numbers of women to be appointed upon the Education Committees. They simply provide "for the inclusion of women as well as men."

In the explanatory circulars, issued early last year to Local Authorities by the Board of Education, in regard to the framing of schemes the statutory number of women to be appointed was fixed at the lowest possible figure—a unit. Taking the country as a whole, this explanation has been generously interpreted by Local Authorities, and, when all things are considered, with good reason. The Board of Education's minimum has been exceeded by more than half of the Local Authorities, *i.e.*, by 187 out of 332. Of the former number, 168 have included two women on their Education Committees; nineteen Local Authorities have appointed more than that number, as the following list shows:—five women members (2)—Breconshire, Worcestershire; four (3)—Hampshire, Somerset, Radnor-

shire; three (14)—Birmingham, Devon, Essex, Leeds, Liverpool, Manchester, Merionethshire, Middlesex, Norfolk, Salisbury, West Sussex, Trowbridge, Uttoxeter, Yorkshire (North Riding). It is worthy of remark that this list includes several of those Authorities who gave considerable attention to the education of girls in administering the late Technical Instruction Acts.

The Need for Larger Representation of Women.

This action of Local Education Authorities is satisfactory so far as it goes, and shows the existence of a real desire to recognize the valuable, and indeed indispensable, aid women can render on the statutory Education Committees. It does not, however, go nearly far enough to meet the crying needs of the case. The presence of women has been found to be essential to the success of elementary education under the now defunct School Boards, and of a great deal of the delegated work in connexion therewith. But there is a further argument in favour of the larger representation of women's interests. Prior to 1902, the Local Authorities in twenty counties and county boroughs placed women upon their Technical Instruction Committees. The total number of women so appointed was 64, and upon sub-committees 104 women were appointed: these were to serve in a strictly limited sphere of educational work. Now, under the new Act, in the areas of 332 Local Authorities, covering the whole country, there are only 546 women appointed on the Education Committees, to whose operations there is no limit: there are, of course, no figures yet available as regards women serving upon sub-committees. Bringing these figures down to a simple comparison, it appears that formerly with the old Technical Instruction Committees (excluding Sub-Committees) the number of women per Committee was 3·2; with the new Education Committees the number is only 1·64.

It is thus quite obvious that the presence of women will be required on the new Education Committees on a much extended scale if the manifold questions relating to female education from the infant school to the University are to be dealt with systematically.

Problems in Secondary Education for Girls.

Let the problems demanding treatment in connexion with secondary education alone be considered. It will be seen at once that such a sparse representation of women's interests is totally inadequate to keep to the forefront the need for securing additional facilities for the secondary education of girls and the necessary reforms in the existing supply of girls' schools. Some of these problems, which it was impossible to solve or scarcely to touch with the restricted powers of the late Technical Instruction Acts, may be cited here in order to give an idea of the task lying before Education Committees in this particular field.

To begin with, there is a great paucity of efficient public secondary schools for girls. In fact, in some of the more rural counties, where a really stern effort has not yet, or has only recently, been made to grapple with the problems of secondary education, such schools are practically non-existent. From this it may be rightly surmised that the number of girls receiving secondary education in the country is painfully below the average authentically estimated by expert authorities. The results of the preliminary inquiries already undertaken by certain County Councils (such as Leicestershire, Shropshire, Staffordshire, and the West Riding of Yorkshire) into the position and condition of the secondary schools, both of a public and a private character, within their areas, all point unmistakably to this conclusion. To increase the number of girls' secondary schools is, therefore, an immediate duty. What makes it an imperative one is the method now advocated by Central and Local Authorities alike that all primary teachers should receive a few years of their general education in secondary schools. And still more so when it is considered that female pupil-teachers are more numerous than male. The number of secondary schools for girls should, therefore, exceed that for boys if this method of training is to be effectively carried out; but the very reverse is, unfortunately, the case.

The extension of the provision of all classes of scholarships for girls is greatly needed. This would doubtless exercise an immediate effect upon the attendance at secondary schools. Under the old conditions dominated by the Technical Instruction Acts, thirty-eight of the English County Councils threw open some

(Continued on page 32.)

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of their ordinary county scholarships to girls; but the large majority of the scholarships went to boys. Where the demand for girls' scholarships existed, the difficulty of finding suitable schools for their tenure operated against the development of the scholarship schemes in this direction. It is true that a sum of over £12,000 was annually spent by Local Authorities on scholarships for the training of girls in domestic science; but these scholarships naturally attracted a different class of girls from that which the teaching profession demands. Nevertheless, greater attention should be given to the provision of domestic science teaching as a part of the general education for girls in secondary day schools.

Amongst the other matters which cannot be more than mentioned here are: (1) the revision of the scale of salaries for assistant teachers in girls' secondary schools, many of whom are miserably underpaid, and (2) careful consideration to the health of girls during certain periods of school life, especially between the ages of twelve and sixteen years—questions which, it must be admitted, can only be fairly and conscientiously dealt with by women themselves. In connexion with (1) the interesting circular recently sent out by the Association of Head Mistresses should be consulted.

Suggested Means of Reform.

In view of such facts as these it is clear that, if a well balanced educational system is to be established in the country, the interests of women and girls must in no way be overlooked. It is not possible, and it might be impolitic at the present time, to endeavour to obtain a revision of the constitution of the Education Committees in the direction of a larger proportionate representation of women. But the composition of those Advisory and Consultative Boards or Committees who have been established in several cases to assist the Education Committees, can be altered at the will of the Local Authorities; and there seems no reason why these bodies should not exercise a powerful and practical influence upon the acts, and perhaps, at times, the policy, of the Local Authorities. Again, according to the schedule of the Act, the Education Committees also have a free hand in the appointment of sub-committees to consist wholly or partly of their own members; so that a sub-committee composed entirely of women might be formed. These are a few suggested means of reform for the purposes here advocated. At any rate, it is to be hoped that some direct means may be found of inducing the Local Education Authorities to take quick action in regard to the many important questions bearing upon the education of women and girls and to adopt cohesive plans in so doing.

JOTTINGS.

MESSRS. KEMP, publishers of the "*Home*" *Schoolastic Guide*, desire us to state that "there is no S. Kemp connected with the same." We would only remark that S. Kemp must be a past master in forgery. The receipts signed by S. Kemp and the letter addressed to us by Kemp & Co. are letter for letter in the same handwriting. We can only repeat the warning given in July against an advertisement tout who goes by the name of Kemp.

AN Italian correspondent sends us a specimen of the folly of examiners which outdoes the vagaries of the Berkshire County Council scholarship papers on which we commented last month. The following was the subject for an essay set to the pupils of a lower elementary school at Spezzia:—"Iersera, in casa di Maria, giunse un telegramma che fece pianger tutta la famiglia."

THE list of open scholarships at women's colleges gained by pupils of the Girls' Public Day School Company during the year 1903-4 gives the following results:—Clapham, 6 (one girl counts twice for Holloway and Newnham); Blackheath, 5; Oxford, 4; Notting Hill and Sheffield, 3; Nottingham, 2; Bromley, Wimbledon, Ipswich, Brighton, Norwich, Croydon, 1.

OWING to the amount of work caused by the additional educational duties transferred to the London County Council, there is an abnormal number of vacancies for clerks in the Council's service. An open competitive examination for clerkships in the fourth class will be held under the new syllabus in January next, and, for this occasion, the age limits will be extended so as to include candidates whose age is not less than seventeen nor more than twenty-four years. Officials in the fourth class commence at £80 a year and rise by £5 annually to £100. Positions in the classes above the fourth class are obtained up to the

third class (limit £150 a year) by promotion according to merit, and into the second (limit £200 a year) and first (limit £300 a year) classes according to the nature of their duties. There are also a few positions at higher salaries. Particulars as to the examination are given in the official advertisement appearing in this issue.

MRS. JESSIE WHITE, D.Sc. Lond., has, after one term's experience, resigned her appointments as Vice-Principal and Head Mistress of the Home and Colonial School Society's Training College and High School for Girls, Highbury Hill House, London, N. Mrs. White will retire at the close of the spring term.

MR. ARNOLD FORSTER has published an expurgated edition of his "Citizen Reader," from which all the paragraphs relating to the "hungry forties" have disappeared; and, in a letter to the *Westminster Gazette*, he defends the change on the ground that all contentious political matter should be excluded from school books. We agree in the principle, but certainly not in the application. It is quite possible, as Mr. Gardiner and Mr. Bright have proved in their "Histories," for strong politicians to give a plain narrative of facts without political bias. If the pupil is to hear nothing of the Corn Laws and their abolition while fiscal reform is a burning question, Mr. Forster ought, in consistency, to exclude all reference to the Reform Act in view of a Redistribution Bill.

THE Teachers' Registration Council issues a reminder that teachers who wish to register under the "grace clause," i.e., ten years' service without academic qualifications, must send in their applications before March 5 of this year.

P.P. SENDS us a double French howler from "Famous Sayings" that matches our German *beim Biere*:—

"Tel fut cet empereur . . .
Qui rendit de son joug l'univers amoureux;
Qu'on n'alla jamais voir sans revenir heureux."

—"Such was this emperor who released the amorous universe from its yoke, who was never visited without a happy return."

A CLIMAX has been reached in Essex, where, owing to the impossibility of getting teachers, the head master of one school found himself alone with 250 children. The school was closed. At Swanscombe, in Kent, the same condition is reported.

MR. PUNCH finds something humorous in the decision of the Hampshire Education Committee to provide "one rod for each pupil." The dictionary says that there are 160 rods to an acre.

THE *Birmingham Post* gives a full and technical description of a new air-gun for miniature rifle shooting that will enable schools, hitherto deterred by expense, to introduce this form of sport. It is called the Britannia Air Rifle.

THE Treasury has raised the contribution of men teachers to the Deferred Annuity Fund by 5s. a year. This course is authorized by the Act when the average salaries of teachers have increased by 10 per cent. over £119. The average now for the statistical year 1902-3 is £131.

THE *London Education Gazette*, being the official organ of the London Education Committee, has received an additional grant from the County Council of a sum not exceeding £1,000 per annum for the insertion of matters of interest in all grades of education and for the issue, four times a year, of a supplement containing information of permanent interest and value.

A LADY student at the London Polytechnic may possibly be the pioneer of a new industry for women. She is the only lady amongst six hundred students in the practical building classes, and intends, when she has passed the examinations, to become a builder.

THE growth of the demand on the part of women for facilities of higher education is shown in Berlin, where there are 619 women students at the University. Of these 160 are foreigners.

BERLIN UNIVERSITY, according to the recently published *Year Book*, contains 7,774 matriculated and 1,330 non-matriculated students, classed as follows:—Philosophy, including Philology and Natural Science, 3,572; Medicine, 1,111; Law, 2,756; Theology, 335.

THE scholarship of £30 annually, offered by the Clothworkers' Company to a University candidate taking the teachers' training course of the Maria Grey College, Brondesbury, N.W., has been awarded this year to Miss Janet Johnston, of St. Hugh's Hall, Oxford.

(Continued on page 34)

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MR. JOHN STRUTHERS, C.B., has been appointed Secretary of the Scotch Education Department and Director of Higher Inspection in Scotland, upon the retirement of Sir Henry Craik, K.C.B., which took place on December 22. Mr. George Todd, I.S.O., is appointed First Assistant Secretary; Mr. George Macdonald, Second Assistant Secretary, with headquarters in Edinburgh.

THE President of the Board of Education has appointed Dr. Norman Moore, M.D., F.R.C.P., to be a member of the Consultative Committee *vice* Prof. Bertram C. A. Windle, M.D., F.R.S., who has resigned his membership upon appointment as President of Queen's College, Cork.

MARIA GREY TRAINING COLLEGE.—The results of the Cambridge Teachers' Examination in December were very satisfactory. Of the seven students who entered, none failed. Three obtained Class I. in Practice, and one of these three also obtained Class I. in Theory.

DR. WARRE, of Eton, has taken a house at Finchampstead. A native was asked who the new tenant was. "I dunno his name, but I hear it's a schoolmaster as used to keep a school somewhere near Lunnun."

AMONG the events of the New Year we omitted to note that Eton is submitting itself to inspection. The three inspectors nominated by the Joint Board are Canon Bell, Mr. H. W. Eve, and Dr. Kirkpatrick.

ON November 18 the School Nature Study Union held its first monthly discussion meeting at the College of Preceptors. Miss C. Von Wyss, of the London County Council Day Training College, read a very able paper on "What is Nature Study?" There was a good attendance, and the opener's remarks provoked a very spirited discussion, in which the following took part:—Mr. C. B. Gutteridge (in the chair), Rev. C. Hinscliffe (hon. sec.), Miss Hall (Stepney Borough Museum), Messrs. Lewis and Wilkes (executive), Miss Holmer, and others.

WE are glad to learn that the Association of Preparatory Schools has voted a gift of £50 to the Art for Schools Association, who are just now making a strenuous effort to clear off their debt. They appealed in the *Times* of October 11 and 27 for donations to the amount of £500 and a hundred new subscribers. We understand that the money already received reduces their debt from £500 to £300. It is to be hoped that when the Christmas strain is over the deficit will be quickly made up.

UNDER Regulation 5 (2) (a) of the Teachers' Register there has been a sudden accession of "exceptionally qualified teachers," which, if we may hazard a conjecture, is connected with the Chairmanship of Canon Bell—Dr. E. E. Abbott, Mr. H. W. Eve, Dr. Furneaux, Mr. H. G. Hart, Mr. H. Millington, Dr. Percival, Dr. Rutherford, Mr. A. Sidgwick, Dr. Wickham, Dr. J. M. Wilson. We hope to see shortly a corresponding list of exceptionally qualified women teachers.

MR. FRANCIS DARWIN corrects a rash statement in the *Times*. "It will be remembered also that Darwin regretted not having learnt Greek." "If Darwin had any regrets on the subject of Greek, it was when he found that, in the two years intervening before leaving school and going up to Cambridge, he had almost forgotten his classics, and had to begin again an uncongenial task in order to get a degree."

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LONDON BRANCH.

THE newly formed London Branch of the I.A.A.M. held its first meeting on November 26 at Mercers' School. After the Branch rules drawn up by the Provisional Committee had been modified in some particulars, the officers were appointed as follows:—Chairman, Mr. G. F. Bridge; Vice-Chairmen, Mr. A. E. Bernays and Mr. R. F. Cholmeley; Hon. Treasurer, Mr. G. H. Heath; Hon. Secs., Mr. G. Fowler and Mr. L. Green. Fifteen other members were appointed on the Committee. Resolutions calling attention to the disastrous effects on education of the low salaries paid to assistant masters, and asking for a minimum salary of £150, with systematic rises, were carried, as also was one in favour of equal encouragement by the London County Council of every type of curriculum, literary as well as scientific.

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EDUCATION IN 1904.

By "AN OLD FOGEY."

YOU have requested me, once again, to give expression to my views on education, and you say: "There are plenty of topics." I consider it a privilege to comply with your invitation, and I admit that the topics are numerous. I must, however, confine my observations to a brief consideration of some of the tendencies to which my attention has been directed during the year. The determination of all and sundry to associate, to assemble in conference, and to discuss old truths and new errors appears to have been aggravated by recent events. If talking could compass it, our educational salvation would be assured, but our projectors begin and end in the same place. The practical energies of the administrator and the schoolmaster tend towards "evaporization in a cloud of words." We need the professional services of the celebrated physician to administer those "lenitives," "restringents," and other nostrums prepared for certain legislators troubled with "redundant, ebullient, and other peccant humours." Might we not thus "beget unanimity, shorten debate, open a few mouths which are now closed, and close many more which are now open; curb the turbulency of the young, and correct the positiveness of the old, rouse the stupid, and damp the pert?"

WITHOUT the *Times* newspaper, your well informed *Journal*, and the reports occasionally placed before me by the Vicar, I should not be aware of the tendency to extend the indiscriminate and prodigal efforts which marked the attempt to relieve the "educational destitution" in 1870; of the tendency to doubt whether Mr. Balfour and the Bishops quite realized the exceedingly "slippery slope" provided for voluntary schools by the Education Act of 1902; of the suggestion that a passive resister means an unintelligent, but otherwise harmless, individual who resists the dictates of common sense and is passive in the hands of those to whom notoriety is bread and butter; of the prevailing tendency to establish an educational Vatican at Whitehall and to invest a permanent official with Papal supremacy.

WHEN, in such intervals of leisure as the duties of a foster-parent permit, I look over the bleak moorland, stretching from the window where I sit, my mind wanders to the days of a past generation—the days of deliberation and simplicity. I think of the times of tolerant Toryism and of contented servitude, when—if you will allow me to say so—Jack was not so much better than his master. The world of our ordering is too complex; we have too many counsellors, too many officials, and too many faddists—all determined to decorate with fancy designs the plain facade of our social fabric. When I was young we accepted the condition of affairs as we found it. We enjoyed the privileges and recognized the limitations of that position in life to which it had pleased God to call us. We did not endeavour to thwart Nature by artificial interventions; nor did we make it our business to embarrass the strong by excessive and costly solicitude for the unfit. And we got along very well without the vexatious activity of innumerable councils, which, a friend of mine says, appear to be organized for the special purpose of picking the pockets of ratepayers to gratify the whims of Government officials.

THE children of the poor, in the days gone by, were taught to love God and honour their parents, to obey their elders and to respect their superiors. They were also taught to work. And they were accustomed to associate physical discomfort with a neglect of any one of the Ten Commandments. The village schoolmaster, let me admit, was not the product of a Training College, certified by a Government Department, and approved by a National Union. He was not of these. But he was frequently a man of character and of commendable parts, feared by the children, and respected by the parents. If not capable of keeping babies "profitably employed" or of helping children to make messes with paint under the euphemism of brush drawing, he taught them to read intelligently, to write decently, and to do as much arithmetic as was good for them. The few promising boys were singled out for special attention and invariably got their chance. The wholesome simplicity of the moral and intellectual fare available for those prepared to pay for it was sufficient for practical purposes. But the days of "levelling sentiments" have changed all this. We are asked to assume that every vulgar little boy is potentially a Lord Chancellor. We take the "babe and suckling" from its natural guardian and at the public expense teach it how to blow bubbles or ride a rocking horse. And by mysterious and indefinite processes every child, however abysmal its mental condition may be, is supposed to be capable of assuming the Attitude of a Discoverer.

DWELLING within the unambitious confines of a rural parish, I constantly ask myself this question: Here is a school which we compel children to attend. The large majority of these children must, of necessity, follow their fathers as "hewers of wood and drawers of water." What are we trying to do with them? If I inquire whether it is the intention of the school to arrest the natural operation of social and economic forces, and to prevent these children from becoming "hewers and drawers," I am told that it is not so. The school, it is said, is intended to produce good men and women, more intelligent workers, more capable citizens of a democratic country. If this is the case, I venture to repeat the words of Baldwin Francis Duppa, Esq., who early in the last century wrote a sensible little book, entitled "The Education of the Peasantry in England." He urged our legislators not to forget that instruction is but a part of education; that "our village schools as now constituted may be not merely negative as to good, but positive as to evil; and let them reflect," he said, "that, as bodily labour is to form the principal occupation of peasants throughout life, the habit should be early acquired. Men's actions are according as they have been accustomed; therefore, let them early learn to labour."

IF this be true for the peasantry, it is more or less equally true for the working classes of industrial communities. There is a good deal of vague sentimentalism in English life, says a recent observer, which finds a ready outlet in discussing the question of child labour. A reasonable amount of out-of-school labour is not ungenial to the child, and counteracts some bad influences of his school training. But those in authority are not content to recognize the simple facts of the situation, or

to devise simple measures to meet them. The consequence is indefinite educational ideals, superficial and unsatisfactory work, and rapidly increasing financial burdens, Imperial and local. The Parliamentary vote for the maintenance of elementary education has increased from £4,000,000 in 1891 to nearly £10,000,000 in 1902; the local contributions by rates and subscriptions during the same period from about £2,000,000 to over £4,000,000; the average cost of the instruction of each child from £2. 1s. 5d. to £2. 13s. 2d. (In Germany the cost is about 30s. in the country districts and 50s. in the towns.) And the average rate for the relief of the poor has in the same time gone up over 20 per cent.

I REFER to the Poor Rate because in 1870 Mr. Forster predicted that an Education Rate would save the Prison Rate and the Pauper Rate. "But should it," he said, "exceed 3d. in the £—and I do not believe it will amount to anything like that sum in the vast majority of cases—then there is a clause in the Bill which stipulates for a very considerable extra grant out of Parliamentary votes." Under the Education Act, 1902, the rates for the maintenance of primary schools in the rural counties are already seldom below 6d. in the £; in Berkshire and Buckinghamshire the rate is 9d.; in Durham and the West Riding of Yorkshire, 10d. This is the beginning, and we know that the School Board Rate for London, notwithstanding the increasing rateable value, advanced from 6d. to 1s. in less than twenty years. Concurrently with the growing expenditure on education, it is to be remembered that the general burden of the local ratepayer is always tending to increase. In 1874–5 the amount expended out of rates in England and Wales was under £20,000,000; in 1899–1900 it was over £40,000,000; it advanced from 16s. per head of the population to 25s.

IF you inquire how it is that the annual cost of a pauper has increased from about £11 in 1890 to £16 in 1902, the zealous Guardian of the Poor will tell you that it is due to the regulations of the Local Government Board; and, if you want to know why the cost of public elementary education has increased by leaps and bounds, you must refer to the Codes of the Board of Education. The tendency of the Code of 1904, if I interpret it correctly, means either nothing or a largely augmented expenditure on our primary schools. To give effect to the admirable sentiments admirably expressed in the admirable introduction would, I am informed, double the cost of teaching in the schools, which means nearly to double the cost of maintaining them. It is a habit favoured among permanent officials to call the tune and expect the ratepayer to pay the piper. We have to inquire, it seems to me, whether the great and rapidly growing cost of primary education, when compared with the past, has brought with it any corresponding benefit to the community. Year by year each new Code modifies "this" or requires "that," doubtless with the intention of increasing efficiency and with the certain effect of increasing expenditure. In Parliament an official apologist has been known to admit the failure of the system and to display becoming humility. Like a certain architect and land surveyor of noble sentiments and speech, "he was a most exemplary man, fuller of virtuous precept than a copy book; some people likened him to a direction post, which is always telling the way to a place, but never goes there." The Code proposes, but the particular condition of a school disposes, and, in pursuit of a shadowy educational ideal, the substantial results of simple thoroughness in mental discipline and the moral value of hard work are lost. The experience of the indignant employer of an errand boy is not singular. The boy in question had passed the seventh standard, and, on being tested, failed in a sum of long division, while his writing was very bad. But he had been taught chemistry, mechanics, physiology, and water colour painting.

"ONE of the great advantages," said Mr. Balfour, when he introduced the Act of 1902, "which I foresee from the Local Government point of view, is that public education will now be thoroughly decentralized, and it will be for each Authority to determine what is the species of education most needed by the children in its area to fit them for their work." And again: "The interference from Whitehall will not henceforth be with individual schools; it will be with the County Council. It is the County Council which will receive the Imperial

subvention; it is to the County Council that all complaints will have to be made; it is by the County Council they will have to be remedied." The Board of Education, I am informed, displays no inclination to give effect to the undertaking of the Prime Minister or the intentions of Parliament. The Board, like the Poor Man's Friend and Father, would say of the Local Authorities: "They needn't trouble themselves to think about anything. I will think for them; I know what is good for them; I am their perpetual parent. Such is the disposition of an all-wise Providence." For how long the important Local Authorities, influential in both Houses of Parliament, will submit patiently to the paternal pretensions of the Board; how long they will agree to rate themselves for the satisfaction of regulations over which they have no control, remains to be seen.

PERMIT me, however, to point out that I do not undervalue the functions of Central Authorities in so far as their control makes for economy of effort or of money. Public expenditure should be audited, and "journeying expenses" where no journey is taken, presentation portraits, suitable demonstrations on the chairman's wedding-day, and memorial keys, duly disallowed. But I have yet to learn of any public service in which economy has been effected by the interference of a Government Department with the independent action of a Local Authority. On the contrary, even the remarkable regulations to be observed by Local Authorities in obtaining sanction for loans for public works do not appear to have had any result other than that of wasting time and increasing the cost of administration. In 1891, for instance, the Local Outstanding Loan Account stood at about £200,000,000; in 1899-1900 it was nearly £294,000,000—an amount equal to approximately half the total sum of the National Debt.

THE Education Act of 1902, Mr. Balfour predicted, would give to the educational evils of this country the complete radical and final cure. It would end barren controversies and terminate a system of costly confusion. From what the Vicar tells me of the meetings of the Education Committee, for which he continues to neglect his pastoral duties, I am not indisposed to believe that the Act, if administered with moderation, will have beneficial results. Something appears to depend upon the meaning to be assigned to the expression "Local Education Authority." It is responsible for maintaining and keeping efficient elementary schools and of determining the kind of secular instruction to be provided. It is its duty to supply, or aid the supply, of education other than elementary, and to promote the general co-ordination of all forms of education. Such responsibilities, if real, are of far-reaching consequence; and, subject to the provisions of the Act, it might be assumed that the different localities in England and Wales will develop educational institutions appropriate to local circumstances and responsive to local needs.

THE Secretary of the Board of Education, at a recent conference, apologizing for the Department he so ably serves, suggested that it was in the position of a piano-player hired by Californian miners, who could not say what music they wanted, although they knew what they didn't want. And the pianist exhibited the following notice: "Please don't shoot the performer; he's doing his best." It is an entertaining and alluring picture. But we are a country of self-governing communities, and it should not be surprising if local Californians manifest some reluctance to dance to every tune that the Government musician may find it convenient to play. They will probably make it their business to learn to play the piano on their own account and to employ the Government to keep he instrument in tune.

WHILE problems connected with the education of the many for whom social and industrial conditions limit the duration of school life are engaging attention the question of providing for the few better facilities according to their circumstances and mental capabilities is not neglected. Mr. M. E. Sadler, whose volume on "Secondary Education in Liverpool" I have read, is discharging the duties of the congenial office of guide and philosopher to perplexed municipalities with singular ability and discretion. Mr. Sadler appears to combine the idealism of the enthusiast with the practical insight of the man of affairs.

And he has a just appreciation of the limits and possibilities of educational processes. The "passive resister" is stimulated by imagining himself a Pilgrim Father, and the promoters of the crusade against imaginary disabilities find satisfaction in posing as the leaders of another Great Rebellion. But Mr. Sadler might have been spared the embarrassment of providing an historic parallel. In the sedate pages of a monthly record of educational progress I find a contribution entitled "Mr. Sadler and Richard Mulcaster." It is not surely a very remarkable coincidence if a discerning educationist in the sixteenth century and an impartial investigator in the twentieth century should have both realized that in education, as in diet, it is quality and not quantity which matters. The ladder invites the steps of all, but only the few have strength to climb it.

REVIEWS AND MINOR NOTICES.

Gaspard de Coligny. By A. W. WHITEHEAD, M.A. With Illustrations and Plans. (Methuen.)

Gaspard de Coligny is a fine subject for an historical biography; for the admiral was one of the greatest statesmen of the Protestant movement, his personal character was worthy of the place he held in it, and his career coincides with a distinct epoch in the religious struggle in France and presents several debatable questions which demand the exercise of industry and ingenuity. Mr. Whitehead's book exhibits the results of a careful study of the history of the period; it is based on primary authorities, both in print and in manuscript, and it takes count of all the more important of the many modern works bearing on his subject. He has gained new materials from manuscript sources in Paris, Rome, and various Italian cities, as well as in London, and has probably made a more exhaustive study of Coligny's life than any of his predecessors. As a youth, Coligny had good reason to look forward to a brilliant career; for he was a nephew of Anne de Montmorency, the Constable. This relationship exercised a strong influence on his future; he was virtually a member of his uncle's family, and from the death of Francis I. there was enmity between the rival houses of Montmorency and Guise. As young men, Coligny and Francis of Lorraine, afterwards Duke of Guise, were intimate friends; they dressed alike, and engaged in the same sports. The ill-will between them began in 1548, gradually increased, and in 1553 broke out in fierce recriminations after the victory over the Imperialists at Renty. The Constable, who was then in the ascendant, was gathering all the good things on which he could lay hands for his own house, and Coligny was Captain-General of the Infantry, Admiral of France, and Governor of Picardy.

The war with Spain ended in the humiliation of the Constable and the triumph of the house of Guise. The Constable was defeated at St. Quentin, and, though Coligny did good service to France by his vigorous defence of the town, he was forced to surrender, and became a prisoner of war. Guise came back from his unfortunate campaign in Italy, and he and his friend Strozzi regained Calais for France. While Coligny was in captivity he was converted to the religion of Calvin. The change was not altogether sudden. Mr. Whitehead throws doubt on the alleged Protestant sympathies of his mother, Louise of Montmorency, which, he suggests, scarcely went further than "the sentiments of many courtly readers of the psalms of Marot"; he traces the early symptoms of the admiral's conversion, and shows that it was beyond question religious, sincere, and non-political. His opinion that Coligny was probably not concerned in the conspiracy of Amboise is founded on an examination of such evidence as exists, and will be generally accepted, but we note with surprise his theory that the *chef muet* (is not *capitaine* the word used by La Renaudie?) was "a pure figment of the brain of La Renaudie." Coligny openly assumed the position of a Huguenot leader at the Assembly at Fontainebleau by presenting petitions for toleration and for the use of buildings for Protestant worship. From that time nothing was so dear to him as the interests of the cause of the reformed religion: it was, we read, "the passion of his life." His conduct was uniformly disinterested, and was inspired by one lofty aim. Yet in some respects he did not

se above his time. When war began he made savage reprisals on the Catholics, scarcely to be justified by the necessity of forcing the enemy to respect the lives of Huguenot ministers, and he actually suggested that Paris should be delivered over to be sacked by the German mercenaries engaged by his brother Andelot—a proposal condemned here in terms of just severity. Mr. Whitehead argues at some length that Coligny was innocent of the murder of Guise, but points out that he cannot be absolved from all responsibility for it: he knew of Poltrot's intended crime, and did nothing to prevent it, and when he heard that it was committed he openly rejoiced.

"Unlike the other great generals of the sixteenth century," Coligny, we are told, was not attracted by war for its own sake. That he was unwilling that his party should have recourse to arms is certainly true; it is, perhaps, doubtful whether he should be ranked as a general with men like Strozzi, Guise, Mouluc, and Tavannes—at least, so far as conduct in the field is concerned. He made "grave mistakes" in the first war of religion. The disaster at Jarnac was largely due to his slackness and lack of skill; and Mr. Whitehead acknowledges that he cannot satisfactorily rebut the Duc d'Aumale's remark that Coligny was too hasty in calling Condé to his aid, and that he brought destruction on the whole army and its commander in order to save himself from a partial check ("Les Princes de Condé," Vol. II., 74). His overbearing temper led him to commit mistakes from which he would have been saved if he had been more willing to accept the plans of others. Yet he had some of the highest qualities of a general, and showed them conspicuously after Condé's death left him the virtual command of the army. He was undaunted and resourceful in misfortune. After what seemed to be a crushing defeat at Moncontour, his extraordinary energy placed his party in a better position than they held during the whole previous course of the war; for, by the Peace of St. Germain, French Protestantism gained "a really separate political existence." The account of the events which led to the Massacre of St. Bartholomew's Day is well considered. Coligny persuaded Charles IX. to adopt his anti-Spanish policy, and Catherine was at first not unwilling that her son should resent the haughty dictation of Philip II. and Alva. The defeat of Genlis threw her definitely on the side of the opposition. She was convinced of the risks which Coligny's policy involved, and she saw that she was losing her power. Coligny's ascendancy over the King seemed complete. She determined to put an end to it by assassination, and her failure drove her to have recourse to a general massacre. For, as Mr. Whitehead shows us, the massacre was not premeditated, was not prompted by Spain or Rome, and was not, as Kervyn de Lettenhove maintained, the answer to a Huguenot plot. An appendix is devoted to an elaborate argument to prove that the article in the Hampton Court treaty, of September 20, 1562, providing that the English were to retain possession of Havre until Calais was returned to them, was not authorized by Condé and Coligny; that they did not know of it, and that it was accepted by the Vidame de Chartres on his own responsibility. This contention is based on manuscripts in the Record Office, and the point, which is of considerable interest, seems fairly established. It does not, of course, affect the fact that the Huguenot leaders admitted an English garrison into Havre.

It is a pity that such valuable matter as that which Mr. Whitehead has given us here is not presented in a more literary and attractive form. The duty of an historian is only half fulfilled by research. This is too frequently forgotten by the younger English historians of the present day: it is, we need scarcely say, not forgotten in France. The chief faults which detract from our satisfaction with this book are a certain lack of force in presentation, the constant admixture of discussion with narrative, references to modern writers and their opinions in the text, and the author's habit of using the first person plural. An historian should seldom write of himself. In the rare cases in which he may do so, as when he thinks it necessary to record a personal experience, or to expound an intended arrangement of his matter, he should speak of himself in the first person singular like any other individual, who is neither a king, a bishop, nor an editor. Unlike the writer of an unsigned article, which is subject to editorial approval, he should only use "we" when he speaks of his reader as well as himself. There is nothing to be said against such an expression as "we have already seen," but "we think" and "in our judgment" are inadmissible in a history.

The Principles of Education. By T. RAYMONT.
(Price 4s. 6d. Longmans.)

Prof. Raymont has been first a teacher himself and then a lecturer on teaching, and what distinguishes his volume from the treatises with which we naturally compare it—Spencer, Bain, Fitch, Sully—is the happy combination of theory and practice. "The great majority of English books on the subject are either frankly empirical or frankly psychological." Prof. Raymont's great merit is the clear recognition that education is indeed a science, but an applied science, and that psychology is only one of the mother sciences on which it is founded.

The author's primary object is to stimulate young teachers to serious thought about the work they have undertaken, and a more exact title would have been "The Middle Axioms of Education." There is little of formal philosophy or arguing first principles, and there is no attempt to provide the teacher with a manual of his art; but he is led to consider his general aims and methods, what he should seek to accomplish, within what limitations, and how he can best bring it to pass.

The reviewer of a book of such scope has two alternatives: either he may select one or two of the many topics and discuss the author's treatment, or he must content himself with a bare enumeration of the contents and a general appreciation of the style and matter. As on most of the moot points we have sufficiently declared our own views, we choose the simpler and less ambitious course. Part I. treats briefly of the meaning of education and of the relation of theory to practice—the latter chapter being, in substance, the reproduction of an article contributed to this *Journal*. Part II. discusses the relations of the State to education, and points the *via media* between Plato's "Republic" and Herbert Spencer. Part III. is an independent essay on "The Study of Children." Part IV., on teaching and training, forms the bulk of the book, and consists of chapters on the choice of subjects, on the scope of school studies, on the order of subjects and sequence of lessons, on the correlation of studies, on the process and devices of teaching, on the influence of examinations, on the personality of the teacher. The above enumeration fails to indicate that most burning questions of the day—the relation of the Central to the Local Authority, co-education, day schools and boarding schools, the place of classics in modern education, the teaching of dogma, corporal punishment—are directly or incidentally touched upon.

What has most impressed us is the author's reasonableness and common sense. He has read widely; he can see both sides of a case, and he never dogmatizes. Most valuable is his exposition of the exploded "faculty" psychology, which, consciously or unconsciously, has regulated our existing codes and curricula. Thus, only the other day it was argued that the disciplinary value of Greek was unique, that for the cultivation of the imagination there was nothing comparable with Greek poetry, and that for developing the power of expression there was nothing that could take the place of Greek and Latin composition. Prof. Raymont offers, indeed, no opinion on the question of compulsory Greek, but he rules such arguments out of court. One study is to be preferred to another, not because of the faculties it trains, but because of the interests it evokes.

Jerusalem under the High Priests. Five Lectures on the period between Nehemiah and the New Testament. By EDWYN BEVAN. (Price 7s. 6d. Edward Arnold.)

The audiences who listened to these lectures are to be congratulated. They are far and away the best popular presentation of the period connecting the Old and New Testaments that exists in English. But they are something more than a popular summarization of accepted results. The author aims at setting forth and explaining the inner significance and underlying tendencies that determined the course of events. He makes clear—often in an independent, and always in a vivid and interesting, way—what the forces were that swayed national life and the great movements of the time.

The five lectures fall under the following heads:—(1) The End of the Persian Period and the Macedonian Conquest; (2) Hellenism and Hebrew Wisdom; (3) Judas Maccabaeus and his Brethren; (4) The Hasmonaean Ascendancy; (5) The Fall of the Hasmonaean and the Days of Herod. Perhaps the best thing in the book is the second lecture. Here the author gives a masterly analysis of Greek civilization and culture as they affected the East, and also of the fundamentally opposed

currents of Hebrew thought and feeling. The effect of Hellenic influence upon an Oriental city is thus described :

What did the conversion of a city to the Hellenic type imply? In some cases, no doubt, the entrance of a new element, Greek or Macedonian by blood, into the citizen body. Samaria, for instance, was re-peopled by Alexander with Macedonians. In all cases the forms of public life must have been more or less modified after the Greek pattern; we should have found the citizen body electing its magistrates annually, and a definite number of the principal men sitting as a senate which resembled the *bule* or *gerusia* in a Greek State. We should have seen the decrees of senate and people registered upon tables of bronze or stone.

The writer goes on to remark :

More momentous still were the innovations in the social and everyday life of the people. What is it that gives to the lives of men their distinctive character and content? It is what we call their interests—the determination of their thoughts and feelings upon certain objects or pursuits. Change these and the whole life acquires another complexion. Well, it is just in this that we see the chief operation of Hellenism: suddenly into the old limited life of the Syrian peoples new springs of interest are introduced; the pulses of men seem to beat quicker under new stimuli; new ideals awaken new passions; satisfaction is sought and found in directions hitherto untried (page 34).

He then proceeds to enumerate and describe these new elements—the gymnasium and its guilds (especially the *epheboi*), the theatre, *stadium*, and hippodrome, and the study of Greek science and philosophy. The writer in this connexion protests against the often-made assertion that “the East never changes.” It would be a great mistake to imagine “the Damascus of St. Paul’s time like the Damascus of to-day. In St. Paul’s time we should have found ourselves in a Greek city” (page 39).

Mr. Bevan’s estimates of Judas Maccabaeus (pages 97 ff.) and of Herod are interesting and unhackneyed. He has succeeded in giving, in lucid outline, a sketch of the march of events in a very complicated period, and has illuminated his narrative with brilliant pieces of criticism and insight which lend it unfailing interest. The scholarship is sound and thorough, and there is not a dull page in the book.

Great Englishmen of the Sixteenth Century. By SIDNEY LEE. (Price 7s. 6d. net. Constable.)

This volume is founded on lectures delivered at the Lowell Institute, Boston, but the lectures have undergone “sweeping alterations in form and detail.” Mr. Lee is not a preacher who palms off on the public a set of popular lectures as if they were original contributions to literature. He knows that readers and hearers demand different treatment.

The six great Englishmen are Thomas More, Philip Sidney, Walter Raleigh, Spenser, Bacon, and Shakespeare. To them is prefixed an introductory chapter on “The Spirit of the Sixteenth Century.” To interest the cultivated reader of general intelligence rather than the expert is the aim of the essayist, as it was of the lecturer, and he has admirably succeeded in putting in an attractive form his studies and original researches which are set forth for scholars with “no flowers by request” in the pages of the “Dictionary of National Biography.”

Particularly noteworthy for its sanity of judgment is the last chapter, “Foreign Influence on Shakespeare.” The weakest chapter in the volume is that on Bacon, and, though it may seem ungenerous to pick out the weaknesses when so much is strong, we are bound to justify our censure.

In the lecture on Bacon Mr. Lee breaks what to him is new ground: “I have not written on Bacon at any length before.” There is, however, little new in his treatment, and he gives us, stripped of its tinsel and trappings, Macaulay’s Essay. According to Mr. Lee, Bacon combines all the worst side of his mother’s rigid Calvinism, the belief that he was a predestined vessel of grace, and of his father’s statecraft, the opportunism of Machiavellian diplomat. This seems to us a very crude and imperfect diagnosis of Bacon’s complex character. It takes no account of the age in which he lived, when political morality was at its lowest ebb. It does not bring out what we take it is the clue to the labyrinth, that, though Bacon was self-deceived, he was no conscious hypocrite; that apart from his splendid genius, to which justice is done, he had a true enthusiasm for humanity; that to him the pursuit of wealth and honour was really a means, not an end; that his recklessness in money matters was that of a Harold Skimpole, not of a Jabez Balfour.

Speaking to an American audience, Mr. Lee was anxious to

dispel the hallucination that confounds Bacon and Shakespeare, and he discusses in a valuable note the authorship of the two poems with which Bacon is credited. We wish he had also treated the singular verbal parallelisms set forth by Dr. Theobald and other “cranks,” of which no sufficient explanation has been offered.

In a popular lecture we do not look for any profound exposition of Bacon’s philosophy or politics, but we might reasonably have expected a more appreciative account of Baconic induction and some reference to Bacon’s theory of government, as well as his practice, and we could have well spared the explanation of the “Idols” and the *præcis* of the “New Atlantis.”

The bibliography is meagre. None but English works are given, and among these surely Dr. Fowler’s edition of the “Organum” and Dean Church’s monograph deserve mention.

There are six admirably reproduced illustrations. That of Sir Philip Sidney from the Oliver miniature at Windsor Castle is new to us.

The Philosophy of Education. By HERMAN HARRELL HORNE, Ph.D. (Pp. xvii, 295; price 7s. 6d. net. Macmillan.)

Dr. Horne is Assistant Professor of Philosophy and Pedagogy in Dartmouth College, and his book is a message of peace—of peace through unity. It is an attempt to organize contemporary conflicting claims in a system of mutual dependence, giving value where value belongs. He says in his preface: “I cannot hope to have presented a satisfactory organization of these opposing tendencies, but only to have suggested where the contemporary educational problem lies, and, perhaps, some of the elements of its solution.” But he has done more than this and has given us much to think about. The book itself has existed for some years in the form of manuscript lectures successfully delivered to various summer gatherings of teachers, and is now recast and extended. It is not a manual of practice, but an interpretation: it aims at giving not rules, but insight. After an introductory chapter on the field of education and the various points of view of its study—the history, the science, the practice, and the philosophy of education—he proceeds to consider the subject under its different aspects. He deals with the biological view of education, the physiological, the sociological, and the psychological view, and then unites all in the last chapter under the philosophical view. The discussion of the biological aspect leads to the definition of education as “the superior adjustment of a conscious human being to his environment.” This becomes, under the physiological view, “a physically developed human being”; under the sociological it is the environment that needs explanation, and is defined as “intellectual, emotional, and volitional”; while under the psychological the development is still further defined as being both “physical and mental.” Lastly, under the philosophical aspect of education, the final definition of education is given as “the eternal process of superior adjustment of the physically and mentally developed, free, conscious human being to God as manifested in the intellectual, emotional, and volitional environment of man.” This is merely given as an example of the course of the discussion; every view modifies, in a measure, what those who hold the view think should be done for the being whose education is in question. But the book contains far more than this. It is a bright, conciliatory, and closely argued exposition of its author’s views. It gives enough theory to illumine practice, and enough practice to give weight to theory, and abounds with well chosen quotations from the works of present and past authorities. Every section is followed by a list of books of reference, and at the end an index is given. It is a well written and well furnished book, and teachers will do well to note it.

From the Monarchy to the Republic in France, 1788–1792. By SOPHIA H. MACLEHOSE, Author of “The Last Days of the French Monarchy.” (Glasgow. Maclehose & Sons.)

The author of this little volume has achieved a signal success. Her account of the struggles and changes through which France passed from the convocation of the States-General to the abolition of Royalty is as good a piece of historical work as any which has lately been published in Great Britain. It is founded on a wide acquaintance with the best authorities, both contemporary and secondary; is thoughtful, well put together, and agreeably written. Sufficient references are given in foot-

notes, and the excellent "List of Authorities" will be found far more useful than some longer and more pretentious bibliographies. The questions who were to elect representatives to attend the States-General, how the representatives should deliberate, and how votes were to be reckoned were not easy of solution; for there were no settled precedents. Brienne invited discussion, and his appeal to the public, as is observed here, "gave absolute monarchy away." We have a curious picture of the humiliations imposed on the representatives of the Third Estate at the opening of the session, which was to see its triumph over the two privileged orders, and its virtual defeat of the crown. It was widely expected that the King would side with the Third Estate, and its representatives believed that in revolting against privilege they would be acting in accordance with his wishes. Inclined to liberalism as Louis was, he had not the intellectual ability to see that his true policy was to put himself at the head of his people. He drew back when he should have gone forward: the crown identified itself with the cause of privilege and shared its defeat. He was forced to request the estates to unite.

After the adjournment of the National Assembly the control of events passed to Paris, to the legally constituted assembly of electors and to the agitators of the Palais Royal. Louis had fifty-five thousand troops in the immediate neighbourhood: he refused to withdraw them, and yet abstained from putting his fortune to the touch by employing them to crush the party of opposition. It was not long before they fraternized with the mob. The institution of the Commune of Paris and the National Guard rendered the capital independent, and provided it with a force which compelled the King to obey its demands. How these changes were effected is told clearly and in an interesting manner. So, too, the position of Mirabeau and his relations with the court form the subject of an admirable chapter. Only on one point must we express dissent. We read here that the "men of 1792" exhibited "genuine patriotism," "dauntless courage," and "unflinching determination" in defence of their country. This, we maintain, is far from true. The bloodthirsty and ruffianly *fédérés* who, after a few weeks' drilling in the camp at Soissons, were sent to join the army were even worse soldiers than the ordinary volunteers, and the new volunteer levies of 1792 were distinctly inferior to those of 1791. Valmy and Jemappes were won by the regular troops and the earlier volunteers. The "men of 1792" were an undisciplined lot; many of them were hired substitutes, the very refuse of the streets; their camp was a scene of unbridled licentiousness; they pillaged the country-folk, and were worse than useless in the face of the enemy. The revolutionary army, it is true, became a fine fighting machine; but the changes which made it so did not begin until the late summer of 1793, and were not completed until the amalgamation of the regulars and the volunteers was carried out early in 1794.

Education through the Imagination. By MARGARET MCMILLAN. (7½ × 5 in., pp. xv, 196; price 3s. 6d. Swan Sonnenschein.)

An excellent plea admirably urged. Miss McMillan—whose name is well known among Froebeliens—has touched upon one of the many weak spots in our public education, and especially in that of our young children—the neglect of imagination. Having stated and expounded her problem, she turns to consider the child in its various activities, and shows only too clearly how the need for fuller opportunities of expression—which are not, or only faultily, supplied—hampers and cramps the child; how eagerly it uses what is given it and asks for more. The child as artist, the child as artisan are two of the topics which she makes it quite clear to any one who thinks of a child at all, what its demands are, what it misses, and the bad results ensuing therefrom. Had she in the former case—the child as artist—included the neglect of sound imaginative literature, and shown the value of closely connecting drawing with its study—the translation of word-speech into picture-speech, however clumsy the picture may be—she would only have increased the weight of her plea. Many valuable hints, too, are given in the chapters dealing with imagination in the commercial school, in the science room, and in moral training. In the first chapters of the book the subject is treated from a more abstract and general point of view; and amongst these we would call particular attention to the chapter on "Imagination and Movement," which contains much which we have not

noticed before as being urged in this connexion. In fact, Miss Macmillan covers the ground excellently, and proves up to the hilt the need for education through imagination and for more imagination in dealing with children. All teachers will do well to get her book and to read it with care. Those who have become teachers already and those who are only intending to become such will alike find much to help them in its pages.

"English Men of Letters."—*Hobbes.* By Sir LESLIE STEPHEN. (7¼ × 5 in., pp. 243; price 2s. net. Macmillan.)

During the last months of his life Sir Leslie Stephen was writing this book. Then he gave it to Mr. F. W. Maitland to see it through the press for him, submitting at the same time some notes about the influence of Hobbes on his successors. These Mr. Maitland eventually refused to make use of, inasmuch as the book seemed to him complete without them. He was right in so doing. The book as it stands is as complete an account of the author of "The Leviathan" as the world will care to possess. It gives, with the accustomed skill in selection and arrangement for which Sir Leslie Stephen was noted, all that is known of the life of Hobbes, and then turns to consider his doctrine under the headings of "The World," "Man," and "The State"—drawing his material mainly from the "De Corpore," the early part of "The Leviathan" and "Human Nature," and the "De Corpore Politico," the "De Cive," and "The Leviathan" severally under the three heads, and adding quotations from his other works. The task is admirably performed, and we are given a very clear view of the most conspicuous English thinker between the days of Bacon and those of Locke. But, even with all his skill, Sir Leslie hardly succeeds in making "the timid old gentleman," who died at the age of ninety-one, live again; or his doctrines—except those which concern the State—interesting to any but a professed historian. The term "atheist," so frequently applied to Hobbes, seems to have been used to express a general dislike to the views he set forth rather than as a direct accusation of disbelief in the existence of a God, which he believes may be deduced from the consideration of creation. But practically it comes to the same thing, for in his description of the World he leaves Him no space in which to work. We did not mean, however, to enter on any points of controversy. We are given a sound and adequate account of the philosopher and his opinions in the book before us, and with that we must be content.

Lucian, Vera Historia. Edited, with Introduction and Notes, by R. E. YATES. (Price 1s. 6d. Bell & Son.)

It is now five-and-twenty years since Mr. C. S. Jerram issued the "Vera Historia" in an edition "which," to quote the new editor, "interesting as it is, is not very well adapted to modern requirements." Not ours be it to compare the earlier with the later book; but Mr. Yates's words suggest an inquiry whether he has made himself familiar with what has been done for his author in the interim. We are not convinced that he has. Thus in I. 14, had he been aware of Sommerbrodt's punctuation—*ὑποτάξας ἐταχθῆσαν δὲ οὐτως ἀράχνας κ.τ.λ.*—he might have felt it to be inevitable; unless we are to suppose that something has fallen out by which the ἀράχναι were introduced, and mark a *lacuna*. In II. 11 he gives no sign of knowing that ἀρβὰι has been challenged. As to improvements made on Mr. Jerram, one may be noticed. In I. 14 occurs the Thucydidean *ὡς ἑκαστοί* (= *generatim*; cf. Thucydides I. 48, 4). "Each in his order" said the former; "each in their order" says the present editor. Is not this to keep the error and spoil the English? Again, in matters of scholarship Mr. Yates seems not infallible. We should like him to show us a passage in which *περιεργία* means "curiosity" in the ordinary English sense; Sommerbrodt, at least, could not get any such—or any fit—meaning out of it in I. 4, and ventured on *παρρηγορία*. Nor has the utmost care been exercised in small matters: for example, the text gives *Κρησιόχου*, whereas the vocabulary has *Κρησιλοχος*. Lastly, we are not of the opinion that the doctrine of the conditional sentence in Greek can be profitably discussed in a dozen lines of annotation. From these grumbles we go on to say that Mr. Yates's book, not faultless, is quite usable. It has section headings and many pictures, being intended for young boys. The help supplied in it is justly measured. Some slight and necessary expurgation has been made; which done, we have left a story of unusual attractiveness, as fascinating as any audacities of a Münchhausen. We hope for pardon if we offer a suggestion as to how it may be used. Let the teacher read a paragraph from Wynne Willson's "Wonderland"; then let him set his boys to pick out the sense of the corresponding part of Lucian from vocabulary and notes. Twice they should construe it, the second time more freely. Three or four points of grammar should afterwards be treated with the greatest possible

thoroughness. For the next lesson the boys may bring up, in as good English as they can produce, their own written version of the text already studied. The true teacher will endeavour, even with quite young pupils, above all to suck the marrow from his author. But we grow didactic instead of critical. Let us end by recommending fourth-form masters to try a term with Mr. Yates's book; our notice of which is not meant to be so censorious as it may seem.

Memoir of Rosamond Davenport-Hill. By ETHEL E. METCALFE. (Price 2s. 6d. net. Longmans.)

Miss Davenport-Hill was one of those "adorable spinsters" who, according to the late Lord Shaftesbury, go to the making of England, and the present "Memoir" is a brief but adequate chronicle of her public life. It shows how by her parentage and upbringing (her father was the distinguished Recorder of Birmingham, and she was her father's constant companion), she was predestined, as it were, to her philanthropic work, and it sets forth what that work was during the seventeen years that Miss Hill was a member of the London School Board. "In quietness and in confidence shall be your strength"; and while the Moderates on the Board were advocating their cheese-paring policy or trying to enforce the teaching of the Athanasian creed in Board schools Miss Hill sat still and knitted and held her own. She was as far removed from the "screaming sisterhood" as she was from the "stupid party"; witness the dignified remonstrance addressed to Miss Marie Corelli, a challenge declined by that lady fire-eater, who played the part of Bob Acres. Our only complaint against the author is that she has not given us more of Miss Hill herself, who, whenever she appears in her own person is delightful. For instance, her rejoinder to the argument that no pension need be provided for the Board's women teachers who married, because they had thereby improved their position: "That's as may be." And her story of the plea urged by a child summoned under Notice B: "Mother's got twins and a wooden leg." Like Mrs. Partington, we still trundle our mop to stem the tide of split infinitives. "Mde." is not the French abbreviation of "Madame," and Miss Emily Faithfull has two "l's" in her name.

A Short History of Rome. By J. WELLS. (Price 3s. 6d. Methuen.)

The appearance of Mr. Wells's book in a fifth edition shows the extent to which it has won public favour. To the new issue there have been added four battle plans, about a dozen paragraphs and notes, and an appendix (necessarily slight) on Augustan Literature; but the general structure remains the same. We observe that the author makes no attempt to fix the position of the Teutoburgiensis saltus—which is a prudent reserve. He is wise, too, in not touching that most difficult of questions in German ethnology, who the Suebi—now apparently a single tribe, and now an amphictyony—were. But we should have liked him to write "Suebi" instead of the late form, "Suevi." We are not minded, however, to carp at an enlightened school-book, accurate in its facts and recommending itself by spirit and substance to all who would teach not Roman names and dates, but Roman history. Boys, as well as teachers, should be grateful to Mr. Wells; for he tells them nothing that they will have to unlearn, and he addresses them in language that is easy and intelligible, without being based on the assumption that they are idiots. From fourth form to sixth form this is a text-book to use.

A History of England. By the Rev. J. FRANK BRIGHT, D.D. Period V.: *Imperial Reaction—Victoria, 1880-1901.* With Maps and Plans. (Price 4s. 6d. Longmans.)

Dr. Bright is well aware of the difficulty of his task. In a history of years just passed, "the writer wades hopelessly amid the flood of Blue-books, reports, newspaper articles, magazines, and political speeches. . . . The most that he can hope to achieve with any chance of success is to give such a consecutive and simple narrative of the facts, grouped as far as possible around certain leading lines of thought, as shall render them intelligible, and assist the memory in retaining them." The chapters deal with the various Ministries—Mr. Gladstone's Ministry, 1880-1885; that of Lord Salisbury, 1885-1886; Mr. Gladstone's, February to June, 1886; Lord Salisbury's, 1886-1892; Mr. Gladstone's, 1892-1894; Lord Rosebery's, 1894-1895; Lord Salisbury's, 1895-1901. When we consider the extreme difficulty and delicacy in tracing the movements described, we cannot but feel how extremely fairly and intelligibly Dr. Bright has dealt with his topics. We have, for instance, the Irish question, Mr. Gladstone's foreign policy, and Mr. Gladstone's policy in South Africa; and the narrative has to disclose how the disintegration of the Liberal Party was brought about. Lord Salisbury's foreign policy and Mr. Chamberlain's Colonial policy require discreet treatment, and, on the whole, they are dealt with discriminatingly and with fairness. The South African War naturally requires conspicuously careful handling, and Dr. Bright gives a lucid and fair-minded account. The only question in reading the book which seems to arise is that of proportion of space to the different events and movements described, and emphasis on certain individuals and measures. In education, we are reminded that Mr. Chamberlain desired free education, and Mr. Gladstone reserved his opinion. We see the start of technical education from the duty

on spirits, and we read of the Voluntary Schools Act and the Board of Education Act. These do not figure largely in Dr. Bright's perspective. The larger issues of later British history claim his attention. His study brings him to the subject of the consolidation of the British Empire: "Means may perhaps be found to obviate the apparent obstacles and to establish between England and its self-governing Colonies different relations to those now existing. If so, and if a united Empire, whether distinctly federative or of any other sort, comes into existence, the close of the reign of Queen Victoria will be the close of a complete page of history. In the future it will be the British Empire, and not Great Britain, which will occupy the attention of the historian. The words of necessity imply a momentous change." Whether the book can be rightly regarded as a school-book is doubtful; but it has conspicuous merit as a well told account of recent history. There is a good and valuable index.

House, Garden, and Field. By L. C. MIALI. With Illustrations by A. R. HAMMOND. (Price 6s. Edward Arnold.)

Prof. Miall, who has done perhaps more than any living teacher to promote an intelligent study of Nature both in schools and colleges, has been requested by various teachers who were not intelligent to draw up for them a series of lessons on common objects. He wisely declined on the ground that all such second-hand knowledge is dead matter, with no germinating power. The teacher is not a phonograph that can be wound up to reproduce a set tune; he must be magnetic himself if he is to magnetize his pupils. Instead of this he has given them some forty Nature studies, notes of his own jottings in his laboratory, his garden, and the country round Leeds, showing them what to observe and how to observe. There is no attempt at sequence or classification by subjects in these studies; a general knowledge paper is sandwiched between the holly-fly and honey-dew, and we jump from the human face divine to London pride. But, as the object Prof. Miall has here in view is not to methodize, but to stimulate, this discursiveness is no drawback, and the teacher of botany or zoology or physiology will have no difficulty in selecting each his own special *pabulum*. Readers of the *Journal* need hardly be told that Prof. Miall is original and independent in his judgment (he differs more than once from Darwin), and that his style has a literary flavour which is rare among scientists. It is strange that in the paper on "Old English Gardens" there is no reference to Bacon's essay. We venture to differ from his dictum that natural history clubs should admit no written papers or printed proceedings. Worthless as these may be in themselves, they were, in our experience, the very life of school clubs.

Stories of the Ancient Greeks. By CHARLES D. SHAW. (Price 2s. 6d. Ginn.)

This is a pleasantly written little volume, differing but slightly from several other books dealing with the same subject which have lately appeared. It is clearly intended for quite young children who will have no difficulty in understanding the simple language. The cautious critic might perhaps regret that the style is not more literary, and the phraseology not a little less modern, for so much of the charm of these legends and myths lies in the telling, which requires considerable art. The historical stories are carefully and accurately told, and the illustrations are excellent.

An Introductory History of England. By C. R. L. FLETCHER, Fellow of Magdalen College, Oxford. (Price 7s. 6d. Murray.)

It is a little difficult to understand the *raison d'être* of Mr. Fletcher's book in spite of the interesting preface bristling with all kinds of debatable matter. The author's apology for its appearance is that "certain young gentlemen . . . were always complaining that they found history intolerably dull," but there is really no reason why they should have done so, for the teaching of history has vastly improved during the last few years, and for interesting reading no better book could be put into a boy's hand than Green's "History of the British People." Mr. Fletcher's book is written in an easy, direct manner, which will appeal to boys, but it is doubtful whether it is a good thing to accustom the young to a very familiar and colloquial style, with "can'ts" and "don'ts" and "anyhows" and "a lot of glass beads," and similar expressions plentifully besprinkled. It would be unfair to the author, however, not to recognize the many excellent qualities of his book; he gives most interesting accounts of the Saxon settlements, of primitive justice, and of feudalism, and his chapter on the Legal and Social System of the Thirteenth Century calls for special praise. The maps are exceedingly clear, and the plan of the Manor of Tunney, 1090, will explain much concerning the land system of the Middle Ages. For a book that aims, above all, at interesting its reader it is a pity, however, that more use was not made of the literature of the period to illustrate its manners and customs.

Samuel Johnson; Oliver Goldsmith. By LORD MACAULAY. With Introduction, Notes, &c., by H. B. COTTERILL, M.A. (Price 2s. Macmillan.)

It is very rare for a reviewer to take up an annotated edition of a well known classic with anything but the most languid interest. He is prepared to find long and learned dissertations on words and phrases, elaborate and often quite unnecessary paraphrases, grammatical

disquisitions and all the rest of the paraphernalia dear to the scholarly commentator. An unexpected pleasure is therefore in store for those who are fortunate enough to come across Mr. Cotterill's edition of these two of Macaulay's Essays. In his preface to the "Johnson" Mr. Cotterill writes: "The one important object of annotation in the case of literature, as it seems to me, is to help the reader to understand and enjoy the writer's message—not to parse and derive his words, analyse his periods, and prate about metonymy, hendiadys, and oxymorons," and he has throughout his notes kept to this point of view, with the result that it would be impossible for a student not to desire to know more concerning the subjects of the Essays. The notes cannot, indeed, be too highly praised; to a large extent they consist of extracts from Boswell's "Johnson" and from contemporary writers which throw much light on the work and character of both Johnson and Goldsmith. Where the editor indulges in critical remarks they are of a highly interesting nature, marked by real literary judgment and a command of subtle irony which will perhaps be lost on the young student, but are a source of keen delight to older readers. Mr. Cotterill's talent would seem to indicate that he is capable of adding to the small number of literary essays which the last few years have produced, and it is to be hoped that he will soon see his way to doing this.

Poetical Works of William Wordsworth. With Introduction and Notes. Edited by THOMAS HUTCHINSON, M.A. (Frowde.)

Nothing but unqualified praise can be given to this admirable volume, which may certainly be considered the definitive edition of Wordsworth's writings. It contains all the prefaces, the prose writings, as well as Wordsworth's own notes to his poems. The editor has drawn up an excellent chronological table of the life of the poet, which also serves as an admirable epitome of the literature between 1725 and 1850 which should be invaluable to the young student. Prof. Dowden's interesting and illuminating note on the grouping of the miscellaneous sonnets, which is given on page 901, increases the value of the volume, which is printed on very thin paper and is consequently of convenient size.

Our Bodies and how we Live. By ALBERT F. BLAISDELL. (Price 3s. Ginn & Co.)

This is a book something after the style of that well known work "The Making of the Body," and, as it has stood the test of twenty years' use in the United States, and has now been fully revised, it may be supposed that it has met with considerable appreciation in its native land. It contains the simple information imparted to children under the name of "elementary physiology," which is really a blend of anatomy, histology, physiology, and hygiene. In connexion with the last named subject it will be noticed that this work deals more fully than is usually the case in English manuals of the kind with the subject of the use of alcohol and tobacco. These matters, and particularly the subject of alcohol, are required to be taught in elementary schools by the legislatures of certain of the United States. It will be remembered that a very largely signed petition from the medical men of this country has recently been presented to our Education Office, praying that instruction of a similar character may be made compulsory in the schools of South Britain. The book under review is well illustrated, and there is a series of questions at the end of each chapter. We must confess that its attractiveness is rather marred, in our estimation, by the American spelling of many of the words; but perhaps this is one of the things which should be suffered in silence.

The Becquerel Rays and the Properties of Radium. By Hon.

R. J. STRUTT. (Price 8s. 6d. net. Edward Arnold.)

This cannot be described in any sense as a school-book, but is rather a manual for the advanced University student or even for his teacher. It sets out to give an account of the various substances which produce "rays" or "emanations," substances more numerous than is supposed by the general reader who knows, or thinks he knows, something about radium and has probably never even heard of such things as uranium, thorium, actinium, and polonium. Yet the second of these is present in the common Welsbach gas mantle, and, before it has been burnt, will print off a pattern of the mantle on a photographic plate in the dark, by means of the emanations which it gives off. And polonium—whether a genuine element or not; for on this opinions differ—has certain most curious characteristics upon which it is impossible for us to touch here. We can commend the book to the persons for whom it is intended, and may call special attention to the experiments detailed in one of the appendices.

Notes on the Composition of Scientific Papers. By T. CLIFFORD ALLBUTT. (Price 3s. net. Macmillan.)

Those who are condemned to wade through a large number of scientific papers every year must often sigh for the days of Tyson and Brown, when writers, if less erudite or even accurate, at least dealt with their subjects in fine, sonorous, classical prose. Prof. Clifford Allbutt having suffered many things from many theses in his position as Regius Professor of Medicine at Cambridge, has been moved to set down some of the most common errors of manner, as opposed to matter, which he is in the habit of discovering in the exercises presented to him for the degrees of M.B. and M.D. This being the

origin of the book, it will be readily understood that a number of the awful examples are medical in their nature, but he that would thence conclude that the book is one which is only intended for, or likely to be useful to, medical men, whether embryonic or hatched, would be guilty of a great mistake, for the book is one which might be read with pleasure and profit by nine out of every ten of our writers of to-day. The introductory chapter is particularly delightful, and contains many shrewd suggestions from which we must be allowed to extract one addressed to young authors "prone to eccentricity and finery of style," who are rebuked for their "violent metaphors, odd spellings, slang, split infinitives, and such tinsel." To the inquiry why such methods should not be used if their user thinks them effective, the Professor replies: "Because, young man, you may not paint and patch your mother's cheeks. Dauber as you are, go down upon your knees before your noble inheritance—the noblest speech that the world has seen: when you have known its loveliness, when your ears have opened to its melodies, when you have counted but a little of its riches, you will shudder as at the thought of retouching a masterpiece." This is a thoroughly delightful book, and we can most strongly recommend its perusal to all young writers.

The Natural History of some Common Animals. By OSWALD H. LATTER, M.A. (Cambridge University Press.)

We are very favourably impressed by Mr. Latter's book, and the author is to be congratulated on having produced an excellent work. The main object of the volume is to set forth the natural history of the usual types of animal structure referred to in an elementary course. As a matter of fact the author has omitted the smaller of these types and has only included those whose habits can be observed without the use of the microscope. A new feature in any elementary work is the discussion of the dragon-fly and the wasp, and the author justifies their inclusion by illustrating the phenomena of metamorphosis, which is not to be found in the cockroach. Teachers of biology often find that students, as a result of their work in the laboratories, get in the habit of looking on the animals and plants they observe only as they appear when laid out in the dissecting dish or cut into sections for microscopical purposes. The zoologist too often works only with his eye glued to the microscope: he takes too narrow and restricted a view of his subject. Mr. Latter has, we hope, done much to counteract this tendency. It is not sufficient to teach elementary zoology by means of structure only, but it is most important to make students view it from the standpoint of function as well. Each animal discussed is presented to the reader as a living thing, a machine of whose workings we have some knowledge, but concerning which much is yet to be ascertained. The author, we observe, does not shrink from dealing in some detail, where necessary, with processes of generation. The book is intended for young students, and there are people who consider it necessary to avoid these matters or omit them entirely. Such a course we believe to be based on a wrong assumption and liable to produce the very effects that it is intended to prevent. In the hands of our author, who is a teacher of some sixteen years' experience, the facts are handled in the best possible way. The volume is one of the "Cambridge Biological Series," edited under the supervision of Mr. Arthur Shipley, of Christ's College, Cambridge. Much praise is due to the illustrations and to the careful way in which the lettering has been done. We can confidently recommend the book to teachers of science.

Electricity in the service of Man. By Prof. WALMESLEY. New Edition. (Price 10s. 6d. net. Cassell.)

A work with this title, virtually a translation of Urbanitzki, was published in 1888, but it has been so modified and transformed by addition and substitution in succeeding editions that, like the Irishman's gun, the identity consists solely in the title and ownership. The present edition extends to 1,208 pages, with as many illustrations, besides several folding plates giving full working plans of machines. As head of the Electrical Engineering Department of the Northampton Institute the author has enjoyed singular opportunities of following the latest developments of electricity and procuring details of the newest machines. Our wonder is how the book can have been produced at the price. We may call the author's attention to a remarkable anticipation of the electric telegraph in the Latin "Prolusiones" of Famian Strada (1572-1649.) We will quote from it a couple of lines:—

"Magnesi genus est lapidis mirabile . . .
Quotquot eum lapidem tetigere styli, simul omnes
Conspirare situm motumque videbis in unum."

Biart's Monsieur Pinson. Adapted and edited by OTTO SIEPMANN. (Macmillan.)

This last volume of the "Elementary French Series" is well adapted for Naval Cadets, the subject being an imaginary incident of the War of Secession. It seems to us a mistake to have omitted the earlier chapters when the scene is laid in London and Liverpool, as it spoils the interest of the story not to know how the hero, a French engineer, found himself on board a Federal frigate, or how he became attached to Vif-Argent, his boy Achates. If exigencies of space necessitated the omission, the clue should have been given in the preface, and we could well have spared the biographical notice of Lucien Biart "conveyed"

from the "Schriftsteller-Lexicon." The notes are full and accurate, and we can offer only one or two emendations. *Il ne me manquait plus que cela* is not ironical, but elliptical—"Only that was lacking to crown my misfortunes." *Viver de bord* is not "to veer round," but "to tack about." *On* is from *hominem*, not *homo*.

The Masters of English Literature. By STEPHEN GWYNN. (6¼ × 4¾ in., pp. xiii, 424; price 3s. 6d. Macmillan.)

The plan of this volume is a good one, and the execution is also good. Mr. Gwynn has chosen some forty of the greater names in English literature, and has dealt with them biographically and critically, leaving the smaller folk alone, or referring to them only very slightly in passing. There is nothing new in the idea, but it is well carried out. In writing his chapters, the author has placed great reliance on the "English Men of Letters" series, and certainly he could not have chosen a better—whether he be dealing with biographical criticism, as in Mark Pattison's "Milton"; or with the art of poetry, as in Colvin's "Keats"—and he evidently approves Prof. Raleigh's "Wordsworth." As to the kind of information Mr. Gwynn makes it his first aim to provide, the following quotation will show clearly enough:—"It is not too much to say that an educated man who knows what manner of poetry Thomson wrote, and in what age he wrote it, may well be excused for not knowing more." This, at any rate, the book seeks to provide, "while it refuses steadfastly to tell the reader anything at all about such excellent but unessential persons as Akenside or Rogers." And all along he endeavours—not to substitute his own words about the authors and their doings for the authors themselves, but to send the student "to those masters of literature of whom he has learnt enough to wish to learn more." And in no case has he done his work better than in his brief chapter on "Milton." It is admirable. But we must not choose out special parts for praise. We leave the book as a whole to the appreciation of those lovers of good literature—schoolmasters and schoolmistresses—who will find it very much to their purpose. At the end of the book there is a good and full index.

The London University Guide, 1905, containing the regulations for examinations to be held in 1905 and 1906, is sent us by University Correspondence College. It seems to us a useful book of reference.

Messrs. Blackie & Sons send us a small copy of Carlyle's well known *Essay on Burns*, with biographical and critical introduction and notes. The notes seem to us well done and are commendably few. The introduction, too, is carefully written; but it was hardly needed as an introduction to the *Essay*—which in fact it does not introduce at all.

Messrs. George Gill send us *The Modern Language Calendar*. (Price 1s. 6d. net.) Schoolboys "non dies numerant nisi serenos," but it would be a good idea to supply a modern-side class with a Calendar and see that they know the French and German equivalent for the daily *mot* or proverb.

ERRATUM.—The quotation given under "Japanese Grammar Self-taught" is taken from Hossfeld's "Japanese Grammar," by the same author, and reviewed under the same head. We have received from the author a lengthy protest (not for publication) setting forth his distinctions as a lecturer and writer on several European languages. Our reviewer, to whom we forwarded it, writes: "I regret having hurt the author's feelings by dismissing his two Japanese books in a few uncomplimentary lines. My first impression was that he had simply turned out books on Japanese because Japan was very much to the fore at present. His letter shows that in this view I was mistaken, and that he intended them as a serious contribution to our knowledge of Japanese. I am only too glad to find one more person genuinely interested in questions of modern philology generally and the Japanese language in particular, and shall be happy to discuss the whole matter with him. Such a discussion would be obviously out of place in your columns, and I therefore subscribe myself: E. R. EDWARDS, Docteur de l'Université de Paris, Lecturer at University College, London, Author of 'Etude Phonétique de la Langue Japonaise.'"

GIFT BOOKS.

BLACKIE & SON.

God's Bairn. By DOROTHEA MOORE. (Price 3s. 6d.)—A charming story of the Fen country in the days of Charles I. One doubts if a new-born babe would have survived being left, even for a short time, lying on a stone step in a damp church with only a soldier's cloak round it; but that may be willingly passed over, since the little waif turns into such a brave defender of the old and weak and enlists all our sympathies. The old Clerk and the old Vicar are excellently drawn.

The White Standard. By ELIZA F. POLLARD. (Price 2s. 6d.)—This is really the story of Joan of Arc, though, in the beginning, it

follows the fortunes of Margaret of Scotland, whose ill fate it was to be married to the boorish and malicious Dauphin, afterwards Louis XI. She and her chosen companion become devoted admirers of the Maid, who is pictured as all that is gentle and womanly. It is nicely written, but the theme is a sad one.

Hope's Tryst. By BESSIE MARCHANT. (Price 3s. 6d.)—A well written and interesting story of an English family in Russia. Hope's uncle, who has served the Russian Government, falls into disgrace—really by her father's fault—and is sent to the Kara mines. His wife, with Hope and her father, go to live at Kiakhta on the chance of his one day escaping. It gives a dismal picture of life in Russia, the hardships of the climate, and continual police supervision; but happily all ends well.

Jefferson Junior. By MEREDITH FLETCHER. (Price 3s. 6d.)—The writer, Graham Clarence St. Clair Lilley, is an extremely venturesome and irrepressible youngster of tender years, who, in the course of his first term at school treats masters and boys alike to more plain speaking than they are at all accustomed to. Many are the scrapes he and his chums get into, and they make an amusing school story.

At the King's Right Hand. By Mrs. FIELD. (Price 3s. 6d. Wells Gardner, Darton, & Co.)—A tale of King Alfred's days, when the wild Danes were constantly harrying Saxon villages. Such a raid leaves Oswald fatherless, and his mother and himself captives. He escapes, and finally becomes, what he has always looked on as the goal of his desires, King Alfred's constant attendant in peace and war. Alfred's character and his struggles against the indolence and weakness of his own people, no less than against the Danes, are well described.

The President's Scouts. By HERBERT HAYENS. (Price 5s. Collins' Clear-type Press.)—A stirring tale of the Chilian Revolution. The hero is a little too fond of explaining that he did not wish to perform various acts of bravery, but was, as it were, forced into them; but to any one who likes constant movement and spirited descriptions of innumerable fights, desperate attempts to redeem a lost cause, this book should prove very attractive.

The Queen's Knight Errant. By BEATRICE MARSHALL. (Price 5s. Seeley.)—Miss Marshall writes well, and has pressed into her service most of the prominent men of Elizabeth's Court (she fares badly in Miss Marshall's hands) when Raleigh was at the height of his favour with her. Iris, the heroine, was rescued from the sea after a storm, and brought up by a Devon squire. She is in general the merriest of maidens, but deep in her mind lies a memory of another land and other faces, which at intervals gives to her eyes a far-away gaze, and brings strange words to her lips. This is a little overdone, and would be more effective if it occurred less often. The book is pleasant to read, and has some quaint and pretty illustrations.

The Adventures of Cock Robin and his Mate. By R. KEARTON. (Price 6s. Cassell.)—A delightful book for children: who would not long, after reading these adventures, to go out and find nests for themselves and watch their feathered neighbours repeating, in their various ways, the old robin's experiences? We must confess that he is occasionally long winded and makes use of long words, but he has so much that is interesting to say and the clear dainty photographs are so attractive that one may easily pass over his tendency to "hold forth." The picture of the hooded crows trying over their notes is irresistibly comic, and what could be prettier than "hoar frost?"

Cassell's Saturday Journal. Yearly Volume. (Price 7s. 6d.)—This year's volume is well up to its usual mark, and contains an astonishing quantity of information which will meet the needs of very diverse readers. The serial stories teem with thrilling incidents, while the life pictures, whether from beach and cliff, from the police court or quest of adventure, run them hard in the way of excitement; nor are the stories of plot and counterplot far behind. There is a long list of notabilities of the day who have been interviewed with success, while the space that remains is filled with paragraphs short or long on every variety of subject, from a morning at the Palace to preparing for the Cattle Show.

Island Nights Entertainments. By ROBERT LOUIS STEVENSON. (Price 2s. net. Cassell.)—A pretty little volume, bound in red cloth, the print good and clear, and a portrait of "Uma" for a frontispiece.

The Getting Well of Dorothy. By Mrs. W. K. CLIFFORD. (Price 2s. 6d. Methuen.)—Mrs. Clifford has the power of catching thoughts and feelings and making them live again in the pages of her book. If we feel this story more suited in parts to parents than children, it is not because Dorothy and Betty could fail to make friends amongst younger readers, but that some of the best parts of the book might hurry them on through the time of un-self-conscious happiness in a way Mrs. Clifford herself speaks of with regret. Here is but one of the sentences which lend a charm to the book. "When you are very happy, it seems a pity to put the sound of your voice into the still world."

The Pedlar's Pack. By Mrs. ALFRED BALDWIN. (Price 6s. Chambers.)—Brothers and their adventures, giants, robbers, kings, and magicians all have their place in this substantial pack of stories. They are pleasantly written, and illustrated by coloured pictures and pen-and-ink sketches. The latter are particularly good.

The Star in the West. By MARY H. DEBENHAM. (Price 2s. 6d., National Society.)—The "star" is the light of the Welsh Church kept alive by the faithful few in the midst of the lawlessness of the sixth century, when each chief only waited an opportunity to fall upon his neighbours, and Saxon and Pictish raids left burning homes and wasted lands behind them. The story is well told, and its interest centres in Enid, the tall daughter of Hoel, and her brother Peredur the Bard. Historic characters appear in it, too—the Abbot Cadoc of Llancarfan, and Gildas the Monk, whose strong personality and fiery enthusiasm impress the most violent and reckless. Enid is a pleasant mixture of strength and sweetness, and contrasts well with her foster-sister the Princess Eysyllt, whom she guards so tenderly.

The Commander of the "Hirondelle." By W. H. FITCHETT. (Price 6s. Smith, Elder.)—An exciting sea story of Nelson's days. The hero, Harry Gaunt, is chiefly employed in carrying dispatches and obtaining information as to the whereabouts of the French and Spanish fleets, having been put in command of a fast brig he has succeeded in capturing from the French. While on this duty he comes in for perils of all kinds, so that those most greedy for adventures cannot fail to be satisfied. Danger and difficulty have the effect of steadying his judgment, and he manages to keep a cool head throughout without annoying the reader. The book is well illustrated.

"Red Cap Tales."—*Waverley; Guy Mannering; Rob Roy; The Antiquary.* By S. R. CROCKETT. (Price 6s. A. & C. Black.)—Mr. Crockett, acting the part of a Charles Lamb to "The Wizard of the North," offers to his young readers tales which will delight them, put in a setting different from those old settings of moral tales as "Sweetheart" and "Sir Toady Lion" from "Jane and Edward." That steadily writing hand to which the children are introduced was significant of more than mere prolixity—of a vital element of Scott's style. To have four of the novels retold in four hundred pages is to have Scott no longer. Mr. Crockett is the first to own this. Yet the stories, though at times they seem too much condensed, are told by some one who delights in them, and so makes the character his again. The interludes may seem a somewhat needless distraction, in so good a story book, but, may be, children who know "Sweetheart" of old will be helped to take the stories aright by learning how these children "took them." It might be suggested that some children have listened with no preliminaries to Scott as he stood, when read aloud. The book is light to hold, well printed, and with well coloured illustrations.

Messrs. A. & C. Black send us *Cook's Voyage* (price 3s. 6d.), edited by JOHN BARROW, and illustrated by JOHN WILLIAMSON; and *Gulliver's Travels* (price 6s.), illustrated by S. B. DE LA BÈRE. Both volumes have coloured pictures. Those in "Cook's Voyage" vary a good deal, some being harmonious in colour, others rather too hard and bright. In "Gulliver's Travels," which is well got up, the pictures are of a quaint, not to say grotesque, character, in brilliant colours; but they are effective.

We have received from Messrs. Macmillan a pretty edition of *Alice in Wonderland* and *Alice through the Looking Glass*, by LEWIS CARROLL, illustrated by JOHN TENNIEL. The print is large and clear and the volumes are bound in blue cloth, 2s. net each.

CALENDAR FOR JANUARY.

[Items for next month's Calendar are invited. Matter should reach the office, 3 Broadway, Ludgate Hill, London, E.C., by the 23rd inst.]

- 3-7.—College of Preceptors Examination of Teachers for Diplomas.
- 4.—Assistant Masters' Association. Meeting at Mercers' School, Holborn. 10 a.m.
- 4-5.—Educational Institute of Scotland. Thirty-first Annual Congress at the Town Hall, Ayr.
- 5-7.—London County Council Conference of Primary, Secondary, and Technical Teachers at Medical Examination Hall, Victoria Embankment. 11 a.m. (The meeting on January 7 is in conjunction with the Froebel Society.)
- 6.—Geographical Association. Meeting at Royal Colonial Institute, Northumberland Avenue. 4 p.m.
- 6-7.—Classical Association. Meeting at University College, Gower Street.
- 6-7.—North of England Education Conference. Third Annual Meeting. St. George's Hall, Liverpool.
- 7.—London University Inter. Mus., B. Mus., and D. Mus. Pass Lists published.
- 9-11.—London University Matriculation Examination.
- 11-12.—Incorporated Association of Head Masters. Meeting at the Guildhall. 11 a.m.
- 12-13.—Modern Language Association. Meeting at Manchester University. 2 p.m. first day; 10 a.m. second day.
- 14.—Public Schools Science Masters' Association. Annual Conference at Westminster School. 2.30 p.m.

- 14.—Assistant Mistresses' Association. Meeting at Dr. Williams's Library. 10.30 a.m.
- 15.—Post Translations for *The Journal of Education* Prize Competitions.
- 16.—Royal Drawing Society. General Meeting in Caxton Hall, Westminster.
- 23.—Post School News, items for this Calendar, &c., and Advertisements for the February issue of *The Journal of Education*.
- 26 (first post).—Latest time for receiving prepaid School and Teachers' Advertisements for the February issue of *The Journal of Education*.

The February issue of *The Journal of Education* will be published on Tuesday, January 31, 1905.

HOLIDAY COURSES.

NANCY.—All the year round. French. Apply—Monsieur Laurent, à l'Université, Nancy.
PARIS.—Christmas and Easter Holidays. Apply—Monsieur Louis Jadot, 95 boulevard Saint Michel, Paris.

UNIVERSITIES AND SCHOOLS.

BEDFORD COLLEGE FOR WOMEN.

The Council have appointed Miss Mary Morton, Classical Tripos, Cambridge, to be Head of the Training Department for Secondary Teachers, in the place of Miss Robertson, who has taken work under the Leeds University.

A scholarship for the course to begin in January has been awarded to Miss E. M. Wainwright, B.A., of Westfield College.

The Council have appointed Miss Isabel A. Dickson, M.A., Classical Tripos, Cambridge, to be Principal's Deputy during the Lent Term; and Miss M. B. Strachan, M.A., to be Librarian; and Miss L. E. Farrer, B.A., to be Assistant in French.

The George Smith Studentship on the result of the Final Honours Examination in English has been awarded by the University of London to Miss K. M. Shepherd, of Bedford College.

The following students of the College have been successful in the B.A. and B.Sc. Examinations of the University of London:—B.A. Honours—E. B. Abrahams (Classics), K. M. Shepherd (English), H. E. Tunnicliff (English), T. E. M. Purver (French). B.A. Pass—E. M. E. Haydon, E. M. Launder, H. A. Newcombe, G. M. L. D. Nicholls, G. E. W. Preston, D. Wimbush. B.Sc. Honours—A. M. Cooke (Physics), W. Gibson (Mathematics). B.Sc. Pass—G. E. Bennet, M. E. Tyas.

KING'S COLLEGE, WOMEN'S DEPARTMENT.

The New Year opens under bright auspices. After much strenuous effort, the debt which has so long hampered us has been paid, and our energies can now be devoted to much needed improvement of the library and of laboratory equipment. Last term was a record one in the history of the Department. There were 367 students, including 80 who were reading for examinations. Of these, 70 were working for a degree or its Oxford equivalent. There are 2 M.A., 8 B.A. Honours, and 6 Oxford Honours candidates at present in the college. The new scheme of Biblical study, comprising lectures for teachers and others on such subjects as the New and Old Testaments, Philosophy of Religion, Greek Testament, and Hebrew, has proved most successful. Miss Gradwell's lectures on "Business Habits for Women" have been a new feature, and have attracted a good many outside students. They have dealt with such subjects as business correspondence, the management and investment of money, banking, trustee investments, and legal documents. The course will be continued during the ensuing term. The Art Department, reorganized under the direction of Mr. Vicat Cole, Mr. Byam Shaw, and Mr. Pownall, now contains thirty students. One of its most recent achievements was to paint the scenery required by the Dramatic Society for their performance in aid of the King's College Guild (affiliated to St. Helen's House, Stratford). Its more serious work will be inspected by Mr. Seymour Lucas and Mr. David Murray at the end of January.

The most recent subject for congratulation is the award of the Fellowship of King's College to our Vice-Principal, Miss L. M. Faithfull.

CAMBRIDGE.

The Report of the Studies and Examinations Syndicate, with its proposals for the reform of the Previous Examination, has been, and remains, the event of the term. It is dealt with elsewhere. But the three days

debate in the Senate House deserves mention for the number and the vigour of the speeches it evoked. Not even the famous discussion on women's degrees stirred the University so deeply. Whatever may be thought of the arguments on either side, one could not but realize that the speakers were impressed with the seriousness of the question, and its profound bearing on the future of the University and of English education. The speeches have been printed in a special number of the *University Reporter*, dated December 17. The report will be referred back to the Syndicate for reconsideration of details; but its principle will doubtless stand, and be submitted to the Senate for decision next term.

The Local Lectures Syndicate report a revival of interest in the Extension movement. Last session 119 courses were delivered in 102 centres, as against 109 in 96 centres in the previous year. The Summer Meeting at Exeter was attended by over 700 students, and justified the experiment of holding the Meeting away from Cambridge—for once in a way.

The important proposal for the mutual recognition by Oxford, Cambridge, and London of their several entrance or matriculation certificates was approved *unanimously*, and is now, so far as Cambridge is concerned, in full operation.

The Fishmongers' Company and Sir D. L. Salomons have provided for the endowment of a Lectureship in Russian, with a stipend of £60 a year for five years. The present

Endowments.

Salomons Lecturer, Mr. Goudy, has fully justified the original establishment of the Lectureship, and it is obvious that the need for instruction in the Russian language and literature, not only by student-interpreters, is likely to increase rather than diminish.

The amount of the University Benefaction Fund has risen to £75,000, the greater portion being ear-marked for special purposes. Prof. Woodhead has enlisted the interest of a number of citizens of Huddersfield in the work of the Pathology Department, with the result that he has collected some £1,800 for the endowment of a new "Huddersfield" Lectureship in Special Pathology. The idea of a collective benefaction was first started by Prof. Skeat, who thus brought about the establishment of the Lectureship in English. Prof. Woodhead has grafted the "territorial" idea on Dr. Skeat's, with satisfactory results. Other heads of departments, who are clamouring for increase of staff or equipment, might well follow these pioneers. A bequest of £9,000 for science by Mr. Gordon Wigan, and of valuable additions to the Library, the Observatory, and other departments by the late Mr. Frank McClean, are also announced. The University Association for the re-endowment of the University is vindicating itself. It has just circulated an appeal to all members and friends of the University for the ampler equipment of the University Library.

The proposal to improve the mode of election to the Lady Margaret and Norrisian Chairs of Divinity, and the Regius Professorships of Greek, Divinity, and Hebrew, by constituting for each a special electoral board, was rejected by the Senate, which clings to privilege and distrusts experts.

A new diploma in Mining Engineering, open to candidates who have kept nine terms and have pursued a course of study and examinations in the cognate subjects, is to be established, in pursuance of an Act of Parliament (1903) for the regulation of mines. The Act empowers the Home Secretary to issue certificates qualifying for the position of colliery manager, after a shortened period of service in a mine, to University graduates who possess certain scientific and technical qualifications.

Mining Diploma.

The regulations for the Special Examination in Geography, and the Diploma in Geography, have been issued by the Board of Studies. They certainly do not err on the side of narrowness or over-facility. The candidate who passes either examination will be entitled to claim a wide range of expert knowledge in his subject.

Geography.

In the recent open competition for the Home and Indian Civil Service, twenty-seven Cambridge candidates were successful. Ten of these had taken the Mathematical Tripos, and fourteen the Classical Tripos. History, Modern Languages, and Natural Science accounted for the others. The highest places in Latin, in French, in Mathematics, and in Science are taken by Cambridge men.

Civil Service Examinations.

Scholarships.

The great entrance scholarship examinations held by the twelve colleges—Trinity, Trinity Hall, Clare, Sidney, Peterhouse; and Pembroke, Caius, King's, Jesus, Christ's, St. John's, Emmanuel—have attracted the usual number (over 300) of competitors. Out of some 155 awards of various kinds, St. Paul's School has secured 8; Eton, Tonbridge, Rugby, and Uppingham, 6 each; Charterhouse and Bradford, 5 each; King Edward's (Birmingham), Haileybury, Cheltenham, Dulwich, and Marlborough, 4 each. Harrow, Owen's (Islington), Rossall, Mill Hill St. Olave's (Southwark), City of London, Repton, Blundell's (Tiver-

ton), in Merchant Taylors' are each represented by 3 successful candidates. The remainder of the awards are shared by 52 schools.

The following elections and appointments are announced:—
Mr. H. M. Taylor (Trinity), Mr. F. Whitting (King's), and Prof. Sorley (King's), University members of the Borough Council; the Right Rev.

Appointments.

G. L. King (Clare), Bishop in Madagascar, and the Right Rev. St. C. G. A. Donaldson (Trinity), Bishop of Brisbane, to be D.D. *honoris causa*; Mr. H. W. V. Temperley (King's), History Fellowship at Peterhouse; Mr. R. H. Lock, Science Fellowship at Caius; Dr. A. C. Haddon, Senior Fellowship at Christ's; Mr. E. Edwards (St. John's), Governor of University College, Aberystwyth; Rev. J. Twentyman (Christ's), Governor of Mansfield Grammar School; Rev. Dr. H. H. B. Ayles (St. John's), Governor of Calthorpe and Edwards Educational Endowment, Ampton; Dr. W. H. R. Rivers (St. John's) and Prof. Thomson (Trinity), Managers of Arnold Gerstenberg Studentship; Mr. J. C. Willis, approved for Sc.D. degree; Mr. V. P. Row (St. John's), Bhaunagar (India Civil Service) Medal; Dr. Waldstein (King's), member of Advisory Board of Architectural Education; the President of Queens', the Master of Gonville and Caius, Prof. R. C. Jebb, Prof. Darwin, Dr. Keynes, Mr. Mollison (Clare), Mr. Parry (Trinity), Mr. Shipley (Christ's), members of the Council of the Senate; Mr. A. Young, Mathematical Fellowship at Clare; Mr. R. P. Gregory (Natural Science), Mr. G. Norwood (Classics), Mr. E. Cunningham (Mathematics), Fellowships at St. John's College; Dr. Baker (St. John's), Prof. Browne (Pembroke), and Mr. Neville (Sidney), members of the General Board of Studies; Dr. Keynes, member of the Joint Scholarships Board (Head Masters' Association); Dr. C. S. Myers (Caius), Demonstrator of Experimental Psychology; Mr. R. P. Gregory (St. John's) and Mr. K. Lucas (Trinity), Walsingham Medals in Biology; Rev. F. J. Fulford (Clare), member of West Suffolk Education Committee; T. A. Nock (Pembroke) and A. E. Talbot (Emmanuel), Carus Greek Testament Prizes; Mr. H. G. Wood, Classical and Theological Fellowship at Jesus; Mr. J. H. Jeans (Trinity), University Lecturer in Mathematics; Mr. F. F. Blackman (St. John's), Reader in Botany; A. H. Lloyd (Caius), Members' Latin Essay Prize; F. W. Fulford (Jesus) and J. R. Darbyshire (Emmanuel), Jeremie Septuagint Prizes; Right Rev. A. J. Maclean (King's), Bishop of Moray, Ross, and Caithness, to be D.D. *honoris causa*; Mr. F. H. Wood (St. John's), Seatonian (Sacred Verse) Prize; Mr. M. Lal (St. John's), Colden (Economics) Prize; Dr. Donald MacAlister (St. John's), President of the General Medical Council.

THE CAMBRIDGE TRAINING COLLEGE.

A scholarship of the value of £40 has been awarded by the Council to Miss E. Barnard, of Girtton College, Classical Tripos, Class II., and one of £30 to Miss E. Haughton, Owens College, Manchester, B.A. Victoria, Classical Honours, Class II. Bursaries of the value of £20 each have been awarded to Miss R. Cripps, B.A. Lond., Miss E. Minero, B.A. Lond., and Miss A. Heath, B.A. Lond., all of the Royal Holloway College.

MANCHESTER.

Mr. W. G. S. Adams, M.A., Lecturer in Economic History and Commerce, has been appointed Superintendent of the Statistics and Intelligence Branch of the Department of Agriculture and Technical Instruction for Ireland. He is succeeded in his Lectureships at Manchester by Mr. H. O. Meredith, M.A., Fellow of King's College, Cambridge. As regards the work of University Extension, the Council have invited applications for the post of Secretary to the Extension Committee, and the holder will be required to give the whole of his time to this branch. A valuable addition has been made to the University Library by the gift on the part of Mrs. W. T. Arnold of a collection of her late husband's books bearing on Roman history. Mr. W. G. Duffield, B.A. (Cant.), B.Sc. (Adelaide), has been appointed research Fellow in Physics, Mr. A. Holt, B.A., research student in Chemistry, and Prof. Fujii, of Tokio, research student in Botany. The final B.A. and B.Sc. lists contain eleven names, seven of whom are women. Fourteen candidates for degrees in Arts and Science were presented at the degree ceremony on December 16.

An interesting but belated publication has just appeared in the form of the "Students' Blue Book," which is issued under the auspices of the Students' Representative Council. It contains an immense amount of detail with reference to the constitutional work of the Council, articles on the various Faculties, full particulars of the many clubs and societies, and short biographical sketches of the professors of the University. The references to the halls of residence are interesting at the present juncture, when Dr. E. B. England is retiring from the post of Warden of Hulse Hall. At a dinner recently given in Dr. England's honour, the Vice-Chancellor presiding, a presentation of plate was made to him. Dr. England is succeeded by Mr. J. H. Hopkinson, M.A., late scholar of University College, Oxford, and

Craven University Fellow for Archaeology, son of the Vice-Chancellor of the University. Hulme Hall has accommodation for thirty men, but its older sister, Dalton Hall, accommodates fifty-two, and both halls are generally full. The question of an additional hall of residence has been very warmly discussed by the Students' Representative Council, but nothing is yet settled with regard to the matter. At present there are close upon a hundred and fifty students in lodgings, and it is suggested that, if a hall were opened with accommodation for two hundred, the supply would create the demand.

A very cordial reception was given by the students of the University to Captain Scott on the occasion of his visit to Manchester. On the day following his lecture in the Free Trade Hall he was the guest of the students in the Whitworth Hall, and made a very humorous reply to the address presented to him. He afterwards drew a picture of a penguin on a blackboard, which will be preserved, just as a similar drawing of the "Fram" by Dr. Nansen is carefully treasured. At the conclusion the undergraduates took the horses out of the carriage and drew Captain Scott and his host to Prof. Schuster's house.

The opening of the Fielding School has been heralded by a wide distribution of the prospectus over South Manchester. The school will be opened in January, the Head Master being Mr. W. J. Deeley, B.A., formerly assistant master and house tutor at the Cardiff Intermediate School. He is fortunate to be assisted by Mr. S. E. Maltby, B.A., one of the tutors of Dalton Hall. The school will probably open with two small classes. There is to be an option between French and German taught by reformed methods; elementary practical physics is one of the compulsory subjects.

The Joint Matriculation Board (Manchester, Liverpool, and Leeds) have just issued their first Calendar. The work of this Board is of special interest, in so far as it aims at simplifying the system of entrance and school-leaving examinations. In addition to the ordinary Matriculation papers, the Board sets scholarship papers for the convenience of the Education Committees of Lancashire and Cheshire, and also conducts the examinations at schools for a leaving certificate.

The session closed with a most successful *soirée* given by the Union in the University Buildings on December 17—the first given by the newly constituted University Union.

The newly formed University Sociological Society, which was opened by the President, Sir John Gorst, a few weeks ago, is to be addressed by Prof. Sadler in February. The subject of the address is "Slums and Schools." The Women's Debating Society are making efforts to secure Rudyard Kipling for their open meeting in May. The retirement of Prof. Toller from the Chair of English Literature and Language was marked by a presentation on behalf of past and present pupils, at a gathering held on the 30th ult.

At the Grammar School the Old Mancunians' Association, in the formation of which the High Master, Mr. Paton, has taken such a deep interest, has now been successfully set on foot. The Dean of Manchester has accepted the office of Vice-President, a number of sectional clubs have been started, and a reception of members was one of the new features of the annual *conversazione*. Mr. Paton is also to be congratulated on the fact that the work of levelling the new cricket-ground, in which he and the boys have been engaged for the last twelve months, is now practically complete. Recent honours include an open classical scholarship at Trinity College, Oxford; an open classical exhibition at Wadham College; and an open mathematical scholarship at Corpus Christi, at the same University. At the South Manchester School, preparatory to the Grammar School, a speciality is being made of the Nature-study lessons; the boys are cultivating the ground immediately round the school, and the construction of a conservatory is in contemplation.

At the High School for Girls important structural alterations with the same object are now nearly complete. The old physics laboratory, which had been used as a cooking school, has been enlarged and re-lighted and fitted as a biological laboratory for botany and zoology, and a large greenhouse has been built out from it. A new cookery school has been fitted up on the lower floor. The school has recently been inspected by the Board of Education and the University.

Miss Hartley having been appointed Head Mistress of the Elland Schools, her place is to be taken next term by Miss Gladys Marten, of the Ladies' College, Cheltenham. Miss Foster, B.Sc. Lond., has also joined the staff this term.

At the Withington Girls' School one of the events of the term has been a very successful exhibition of handwork of all kinds by past and present pupils. Some very creditable performances of scenes from "Cranford" have been given by the girls this term.

At the last meeting of the Manchester Education Committee a most important statement was made by the Chairman with regard to the Municipal School of Technology. The receipts from fees were shown to have risen this year by about 10 per cent. Though the school was only founded less than three years ago, Sir James Hay thinks that in five years, probably, it will be necessary to increase the accommodation for day students. In congratulating the Committee on this statement, the Dean of Manchester hinted that, in view of the co-ordination which he hoped was in prospect between Manchester and Salford, it

might be possible to make use of the Salford Technical School for the overflow of day students. The number of day students enrolled this session is 427 and the number of evening students is 4,692.

At a special meeting of the Manchester City Justices, held on December 9, the following very important resolution was carried, with only one dissentient:—"That, in the opinion of the justices, it is desirable to set apart a separate room in the police courts to investigate all cases against children and young persons under fourteen years of age, except cases of private summonses for assault and damages." Mr. W. J. Crossley pointed out that in an ordinary room the magistrate could talk to the child more kindly and less formally than in the court.

The Lord Mayor's treats for the children at Christmas (in which he is cordially helped by the school teachers) included the provision of food and recreation each week-day during the holidays, at eighteen centres, for the children from forty elementary schools. About three thousand children on the free-dinner list were so fed and entertained, the programme for each day including breakfast at 9.30, lanterns, shows, and other entertainments during the morning, and a sumptuous dinner to follow.

The Burnley Grammar School question is now regarded as virtually settled. The new Board is to consist of fifteen members, ten (including the Mayor) appointed by the Corporation, one by the County Council, one by the University, and three of the present governors continue in office for three years; after which the first twelve governors co-opt whom they please.

Next year the Manchester Warehousemen's and Clerks' School will celebrate its jubilee. This excellent boarding school, which is unique in its way, provides education for orphans on payment of a premium of one guinea a year, or (in case the parent lives) gives education to his children at reduced fees. It is pleasantly situated in a healthy suburb of Manchester.

Sir Henry Hibbert was able to preside at the meeting of the Lancashire Education Committee on December 19, after an absence of some months. It was stated that in the near future the Committee would have to build sixteen new schools, while the educational problem facing the Committee was described as a "gigantic" one. Special emphasis was laid on the importance of fitting the rural child for rural pursuits, and it was also pointed out that the area was much too large for a uniform rate.

WALES.

A Welsh National Conference, convened by the University of Wales and the Central Welsh Board, and attended by representatives of all the Education Authorities and organizations of Wales, was held at Shrewsbury on November 10 and 11. Principal Griffiths, Vice-Chancellor of the University of Wales, presided at the first session, and in opening the conference expressed the hope that the question of making up the shortage of teachers in Wales would be treated on a national rather than a local basis.

Principal Roberts, Aberystwyth, read a paper on "Some Distinctive Aspects of the Problem of the Training of Teachers as it presents itself in Wales." Probably there was no country in which there was a greater supply of good material or where the general conditions were, on the whole, more favourable to the production of teachers than Wales. The area was large enough, and not too large, for unity of organization in accordance with the distinctive aims of Wales. The first essential was a thorough expert investigation of the needs of Wales in respect of the training of teachers, after consideration of which action should be taken by the Local Authorities on common lines. A permanent Advisory Committee should be part of the organization of the Central Authority, and a Consultative Committee should be instituted by the University of Wales, representing University, secondary, and primary teachers, to advise on courses of study and practice and on the certificates and diplomas granted by the University. The Central Authority and the University should also have representation on the Consultative Committee of the Board of Education.

In the discussion that followed Principal Salmon, Swansea Training College, after pointing out that the Authorities had only a twopenny rate to administer, said that twopence had never been expected to go so far since the time when the Good Samaritan doled out that sum. No additional training colleges for secondary teachers or for elementary men teachers were, in his opinion, necessary, but additional college accommodation was required for women, to produce three hundred elementary women teachers per annum. Subsequent speakers urged that Mr. Salmon had not paid sufficient attention to the understaffing of so many Welsh schools in arriving at his estimate. At the close of the discussion an attempt was made to induce the Conference to pass resolutions embodying the main points on which there seemed to be general agreement, but strong opposition was manifested, and the propositions were withdrawn.

At the second session Mr. Lloyd-George, M.P., presided, and Lord Stanley of Alderley, Chairman of the Anglesey Education Committee,

(Continued on page 50.)

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spoke on "The Problem of the Training of Teachers as it presents itself to the Local Authorities." The supply of competent teachers had for years failed to keep pace with the demand, and the pressing problem was to increase the supply of teachers. To attract the right class, the teaching profession must be made attractive by adequate salaries, by a fair social status, and by intelligent management and co-operation. Each county must begin by offering scholarships from about the age of twelve up to sixteen to boys and girls who would undertake to become pupil-teachers. The two years' course as half-timers would prove impracticable, except in large towns. An alternative would be to test applicants at sixteen as junior teachers for one year, and then give them a year's full-time instruction, preparatory to their entering college.

Mr. T. J. Hughes, Chairman of the National Executive of Welsh County Councils, spoke against the utilization of county schools as pupil-teacher centres, but the objections he raised did not, judging from the many cries of dissent, commend themselves to the majority of the representatives. Mr. Lloyd-George referred to the danger of provincialism, and urged that the Conference should pass a resolution to the effect that the training of teachers throughout the Principality should be undertaken by a Central Authority, and not left to the option of individual Local Authorities. Protests were again raised against the passing of resolutions; and, though Mr. Lloyd-George exerted his powers of persuasion to the full, he was unable to induce the Conference to record more than the pious opinion: "That it is the duty of the Principality to undertake the training and supply of teachers sufficient to meet the requirements of the Principality."

At the third session the chairman, Sir John Gorst, M.P., in his opening speech, confined himself chiefly to compliments to Wales. Mr. Tom John, Vice-President of the National Union of Teachers, discussed "Some Aspects of the Problem of the Training of Elementary Teachers." He held that the pupil-teacher system had come to stay. Suppression was not yet possible, as no scheme of adult teacher-studentship could answer the demand. Certain rules ought to be laid down safeguarding admission into the teaching profession. The county schools and higher elementary schools should have the preparation of the recruits and probationers between the ages of twelve and sixteen. Then these should begin their career as pupil-teachers, and the two years of apprenticeship should be spent in improving the general education and in acquiring some knowledge of the art of teaching in specially selected elementary schools. Teachers should not be admitted to the training colleges unless they gave some evidence of teaching ability: no risks should be taken. The teacher's certificate should

include a University degree, a diploma in theory, history, and practice of teaching, and satisfactory probation. The conditions of a University degree should be modified for teachers. An emphatic warning was given against the practice of binding teachers to serve in a particular locality after the completion of training: there should be absolute free trade in the training of teachers.

Mr. Edgar Jones, Head Master of the Barry County School, outlined the scheme for the training of pupil-teachers which had been at work at that school for six years. The Senior Certificate of the Central Welsh Board was the best for pupil-teachers in Welsh county schools to work for, but attention should, in addition, be paid to such subjects as voice production, blackboard and freehand drawing, &c. Prof. Raymond, Cardiff, while thinking it highly desirable that primary and secondary teachers should, as far as possible, be trained together, pointed out that, until the primary teacher's professional training was separated from his general education, concurrent training was out of the question. Prof. Findlay, Manchester, disapproved of Mr. John's proposal for a teaching degree, which Lord Stanley also characterized as a plan for "having a hall-mark upon the medal without the standard of fineness," lowering the standard of the University degree without ennobling the recipient. Mrs. Mackenzie, Cardiff, made an eloquent plea for the better training of women who teach little children. Mr. A. B. Badger, Director of Higher Education in Monmouthshire, urged that part of the fund raised for higher education should be devoted to the further education and training of uncertificated teachers. Principal Rhys, Oxford, emphasized the necessity of a liberal education for all teachers. Mr. William Jones, M.P., said that Wales had a splendid system of secondary schools, and pupil-teacher centres should be attached to secondary schools. The debate was wound up by Sir John Gorst, who drew special attention to the need of superadding some medical knowledge to the other qualifications of the teachers of young children.

The fourth session was presided over by Mr. A. C. Humphreys-Owen, M.P., Chairman of the Central Welsh Board, and the subject down for discussion was "The Training of Secondary Teachers." Miss E. P. Hughes, sometime Principal of the Cambridge Training College, said that the secondary teachers were concerned with the most difficult and important part of education. Their training should be post-graduate, and special care should be taken to keep out the obviously unfit. Training colleges had been described as the cemeteries of originality and individuality, but she hoped that those of Wales would be so developed that they would be the nurseries of sound

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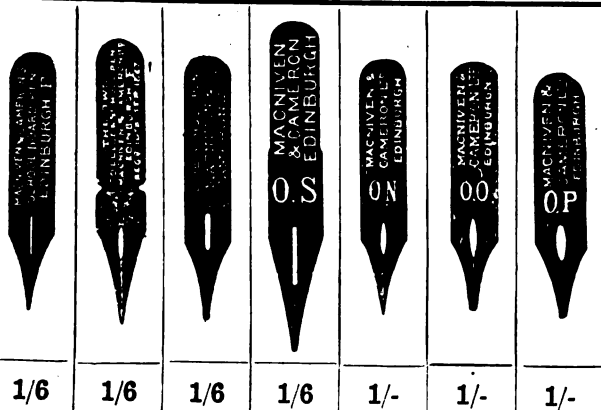
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educational experiment, research, and enthusiasm. Mr. Trevor Owen, Head-Master of the Swansea Grammar School, also insisted that secondary training should be post-graduate. Training colleges should be attached to Universities, and in Wales there should be a Diploma Board, consisting of representatives of the Central Welsh Board, the University Court, the Welsh County Schools Association, the Assistant Masters and Assistant Mistresses, to supervise the training of secondary teachers. Mr. T. W. Phillips, Newport Intermediate School, gave his experiences of training students in practical teaching while they received instruction in the theory of education at the Cardiff University College, and complained that the very important part of the work of training which was done at the secondary school was not recognized in any way by the University. A vote of thanks to the honorary secretary, Mr. Hammond Robinson, Assistant Inspector of the Central Welsh Board, terminated the proceedings.

SCOTLAND.

On November 29, 1904, Lord Kelvin was installed as Chancellor of Glasgow University. There was a large attendance of graduates and other members of the University, and representatives were present from the other Scottish Universities. The new Chancellor gave a brief and charming address, recalling the condition of the University in his boyhood and indicating the progress that has been made during his lifetime. Honorary degrees were conferred on various persons of distinction, including H.R.H. the Princess Louise, Duchess of Argyll, Admiral Sir J. Dalrymple Hay, Signor Marconi, and the Hon. C. A. Parsons. All the meetings in connexion with the installation were admirably arranged. The programme included a visit to the new chemical laboratories for ordinary study and for research, which have lately been erected at a cost of about £12,000. The outside appearance of the buildings is not beautiful, and much criticism has been expended upon it; but the internal arrangements are so excellent that some one has suggested that laboratories ought to be built inside out. The new buildings are "temporary," i.e., they are intended to be used, say, for twenty or thirty years, and it is hoped that before that time has elapsed the University will have money enough to erect permanent buildings on another site. But the new buildings are thoroughly well equipped, and provide full accommodation for all present needs.

Edinburgh University is about to issue a new appeal for funds for University improvement and expansion. The probable success of the movement may be gauged from the fact that already £15,000 have been subscribed. And, in addition to this, Sir Donald Currie has intimated a subscription of £25,000 for the extension of the teaching staff and for the promotion of research in the University. One is glad to observe the indication afforded by these gifts that the friends of the University realize the necessity of adding considerably to the funds given by the Carnegie Trust if the Universities are to make the progress in all departments which the times require.

The formation of a Local Committee for the Training of Teachers in connexion with Edinburgh University has been postponed by the Scotch Education Department, "pending the result of certain proposals which have been discussed with some of the training college authorities, and which, if realized, would lead to the formation of Committees for the training of teachers on a wider basis and with a more comprehensive scope." This is an indication that the Department expects to be able to carry out the large scheme of reorganization which was mentioned in these notes last month.

Mr. S. S. Laurie, Emeritus Professor of Education in Edinburgh University, has been appointed by the Senatus to be the next Gifford Lecturer in that University. Mr. James Adam, LL.D. Cambridge, is delivering the first course of his Gifford Lectures at Aberdeen. His subject is "The Religious Teachers of Greece."

On December 12 the Jubilee of the Royal Scottish Museum (formerly the Edinburgh Museum of Science and Art) was celebrated by a *conversazione*, given by the Director, Dr. J. J. Dobbie. It was largely attended by representatives of the Universities and of the chief educational and scientific institutions in Scotland.

At the meeting of the Classical Association of Scotland in Edinburgh, Prof. W. R. Hardie read a paper on "The Pronunciation of Latin and Greek." He made the following "definite suggestions":—(1) the difficulty of reading verse was considerably mitigated by reading slowly; (2) teachers should avoid the pedantic attempt to reproduce ancient pronunciation in every detail; (3) we should act upon the knowledge which we doubtless possess; (4) at early stages the reading of verse authors should be cut down in amount, and what is done should be done much more thoroughly; and (5) the practice of learning verse passages by heart might well be more common than it is. Prof. G. G. Ramsay, Harrower, Burnet, and Butcher took part in the discussion, and, on the motion of Prof. Burnet, it was agreed that the

(Continued on page 54.)

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Cambridge Local Examinations. 1905.

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IRELAND.

During the past month the policy of Trinity College in regard to the University question has received definite public expression in several ways. On November 10 a lengthy letter over the signature "Libertas"—which is understood to stand for a Protestant gentleman of considerable importance—appeared in the *Irish Times*, in which the writer advocated making Trinity College a thoroughly national University on secular lines. In the first instance he charged the Board with endangering their independence by their acceptance of £5,000 from Government under the Land Act. He then went on to advocate the removal of the Divinity School, the services of the College chapel, and catechetical instruction, on the assumption that, if the University were made entirely secular, students of all creeds would go to it.

The Provost of Trinity College, Dr. Traill, replied on the 15th to "Libertas," indignantly repudiating the imputation that the acceptance of £5,000 from Government was an Esau's bargain. It had been suggested by himself to save the middlemen on the College estates from ruin. Dr. Traill then pointed out that, instead of feeling themselves bound, after receiving this sum, to accept any policy devised by the Government, every member of the Board, with one exception—no doubt Dr. Mahaffy—and almost the whole body of the Junior Fellows, signed a protest against the Dunraven scheme, and subsequently he himself, a strenuous opponent of the scheme, had been appointed Provost. He then proceeded to point out how futile as a settlement of the Irish University problem, and how injurious to the

interests of the College, would be the removal of the Divinity School. In Ireland no section of the people of any importance desires education to be wholly divorced from religion. The College would suffer the loss of about three hundred students and the injury to all their students by the absence of services and religious instruction without in the slightest degree conciliating the Roman Catholic Church. He pointed out that in no University in the world had the Theological Faculty ever been expelled. In conclusion, Dr. Traill said that everything they could do to make Dublin University a national University they were now doing. The clerical aspect and government of the College are passing away. Of the last six appointments to Fellowships, three have been given to Presbyterians and one to a Roman Catholic. In no part of the teaching or social life of the college would a student receive any injury to his religious belief, whatever it might be. Every prize and post is open to men of all creeds, on the sole condition of their winning fellowship, and it rests with whatever creed is most numerous represented to give the dominant tone to the teaching and life of the College. They were willing to give exactly the same religious institutions within the walls to other denominations as those at present enjoyed by the Protestant Episcopal Church.

From this manifesto it is plain that Trinity College would by a large majority decline anything like the establishment of a Roman Catholic College under Dublin University. At the same time, the authorities are now showing themselves most anxious to meet the needs of the time in every way possible short of this. So completely open to all creeds, indeed, is Trinity College that, had the Church twenty or thirty years ago adopted the policy of sending of their ablest students to Trinity College, while retaining them in residence and religious instruction under their own care, at the present moment the Roman Catholic element might be dominant in the government and teaching of the College.

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(Continued on page 56.)

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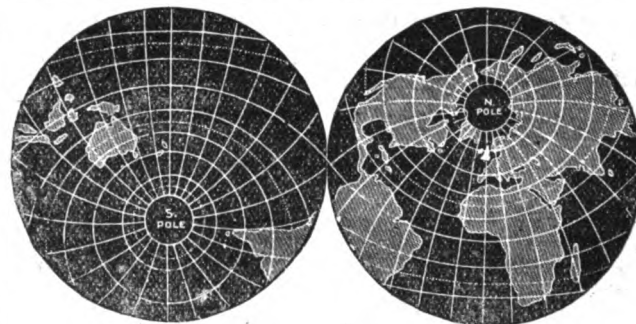
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ment on his part. Since this arrangement was announced, an anonymous Dublin gentleman has given £5,000 to enable the Board to extend the scheme further, and is willing to contribute still more liberally to further reforms in the same direction.

Lately also the Board has altered the conditions on which sizarships are held. They are now limited to poor students under nineteen years of age, who have not yet matriculated in T.C.D., and are not graduates of any other University. The Board, in addition, may award sizarships, one in classics and one in mathematics, without examination to junior freshmen who have distinguished themselves since their entrance. They also offer sizarships in experimental science and some mathematics, or experimentals and some classics. A modern language may be substituted for Greek.

The Board have recently announced their scheme for scholarships for women. The Foundation Scholarships are tenable only by men, and their advantages largely consist in residence and commons. The scholarships now established for women have the same subjects (classics, mathematics, and experimentals) as those of the Foundation Scholarships, and the examinations for both will be held at the same time and place. No scholarship will be awarded if the marks won be not at least equal to those of the lowest successful Foundation Scholar in the same subject and the same year. The value of the scholarships will be £30 a year, with exemption from ordinary college fees, except the tuition fees of one guinea a quarter, to which the Foundation Scholars are also liable.

No improvements made by Trinity College, however, can be expected to satisfy the Roman Catholic Church, which demands complete control of the education of Catholic youth and the endowments for that education. At a meeting held in the Mansion House by the Association of Catholic Graduates and Undergraduates, Mr. John Dillon, M.P., sketched a scheme for a Catholic University in which all the difficulties of obtaining a liberal education under clerical control were, as usual, evaded. Prof. Mahaffy was present, and urged Catholic students to take advantage of what Trinity College was giving; while a note of weariness of a hopeless struggle was sounded in similar advice given by the Very Rev. Dr. McDonald, of Maynooth, and in the suggestion elsewhere made by Father Finlay that Catholics should undertake to provide funds for a University for themselves. The difficulties in which the Government are placed are shown by their latest negotiations. After the failure of the Dunraven proposals (mainly through the hostility of Trinity College), the Government entered into a scheme of endowing University College. Stephen's Green, as a teaching college under the Royal University. The Catholic Bishops and Dr. Delany, the Jesuit head of the College, were consulted, and gave their approval. When, however, it was placed before the Cabinet, Lord Londonderry and Mr. Arnold Forster threatened to resign if such a Bill were brought in, and the Government felt compelled to abandon their attempt. One cannot wonder, after their repeatedly experiencing such treatment as this, that Catholic University men, in earnest on the subject, should express strong indignation. This was very marked in a recent meeting of the Catholic Medical School Association. The speakers demanded University endowment as a right, and repudiated any wish for connexion with Trinity College. The Medical School is one of the most successful in Ireland, and has done its excellent work with practically no endowment up to the present.

The Irish Association of Women Graduates, having appealed in vain to the authorities of University College to open the lectures of the Fellows of the Royal University to women students, at the end of October addressed a memorial to the Senate of the Royal University, asking them to give some assistance in removing the disabilities under which the women students suffer. They have lately received a reply that the Senate are unable to interfere with the arrangements of University College. Should a number of Roman Catholic women enter Trinity College, there would probably be a complete change in the treatment they now receive from University College. Already there are some Catholic women students in Trinity College.

Although the opening of Trinity College to women has greatly changed some aspects of the work of Alexandra College, it has so far had no adverse influence on its prosperity. The number of students is exceedingly large this term, and the work undertaken was more extensive than usual. Besides the Hermione Lectures in Art, delivered this year by Mrs. Arthur Strong, on "The Triumphal Sculptures in Roman Art," there have been special courses of lectures in Political Economy by Mr. Jones, Barrington Lecturer in Political Economy; lectures on Sixteenth Century European History, by Mr. Wardle, Professor of Modern History in Trinity College; and lectures on the History of Greek Philosophy, by Miss A. Oldham, B.A. "Students' Day" was celebrated on December 16, when an admir-

(Continued on page 58.)

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ABINGDON SCHOOL.—The new Art Room has been furnished and equipped, and was brought into use in December.

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BUCKS, WYCOMBE ABBEY.—At Oxford, Miss E. G. Romanes, Honours School, Theology, First Class, and Miss J. I. Vernon Harcourt, Diploma in the History, Theory, and Practice of Education. At Cambridge, Miss H. M. Oyler, Modern Languages Tripos, Second Class; Miss K. W. Stills, Historical Tripos, Part I., Second Class. Higher Certificates of the Oxford and Cambridge Joint Board were obtained by nine pupils.

CANTERBURY, KING'S SCHOOL.—Scholarships have been awarded as follows:—Entrance Scholarships: D. H. Cowie (Miss Hardie, Folkestone, and King's School); P. G. E. Chave (Mr. Pearce, Ripley, and King's School); C. F. M. N. Ryan (Mr. Pulling, Kensington Preparatory School); C. J. Galpin (Junior King's School); G. C. W. Harker (Mr. Watson Willis, Eastbourne), for Mathematics; H. Nevill (Rev. R. J. Martin, St. Leonards); C. F. Freeborn (Mr. Jelf, Folkestone, and King's School); J. C. M. Leech (Mr. Faulkner, Purley); H. Parsons (Mr. Olive, Wimbledon, and King's School). House Scholarships: C. M. Sutton (Mr. Pearce, Ripley); W. S. Barroll (Mr. Wallis, Westgate); A. N. I. Lilly (Mr. Watson Willis, Eastbourne).

CHELTENHAM LADIES' COLLEGE.—In the B.A. Examination of the University of London, Dorothy Bond obtained Class I. Classics, Ethel Mary Winnington Ingram Class I. English, Stuart Irene Douglas Class III. Classics, Helen Pughe Whittington Class III. English. We have won for the third time the Sèvres Vase offered annually by the Société des Professeurs de Français en Angleterre. The following pupils have distinguished themselves in the "Grand Concours":—Lily Constance Marx, Gold Medal; Naomi Claire Flecker, Hachette Prize and second prize in Section A; Georgiana Rose Fitzgibbon, Version Prize; and Mary Macgregor has gained the first prize in the "Concours Universitaire." The following have taken the Teachers' Diploma of the University of Cambridge: P. Dumaresque and M. Liddiard, Practice Class I., Theory Class II.; K. Ames, K. de Glanville, A. Hele, E. Neal, E. Hutchinson, Class II.

EAST LONDON TECHNICAL COLLEGE.—The following distinctions have been gained from the College:—Mr. George Boal, London University B.Sc. Mathematical Honours, Second Class; Mr. S. J. Gunningham, London University B.Sc. Physics Honours, First Class; Mr. J. B. Kenner, London University B.Sc. Chemistry Honours, First Class; Mr. E. J. Buckton, Mr. S. G. Winn, and Mr. C. H. Sumner obtained Whitworth Exhibitions. Four King's Prizes were awarded to students of the college, one being in Seventh Stage Mathematics. The following members of the staff have been accepted as recognized teachers of the University of London:—Mr. V. H. Blackman, M.A., Botany; Mr. W. H. White, B.A., B.Sc., Physics; Mr. J. A. Davenport, B.Sc. Vict., Engineering.

LEEDS, CHAPEL ALLERTON GIRLS' HIGH SCHOOL.—This school will be opened this month under new auspices. It was formed four years ago as a branch of the Leeds Girls' High School, the age limit being thirteen years. In future it will be carried on by a company of shareholders under a strong board of local governors. Additional accommodation has been secured, and classes for elder girls are being formed. Miss K. Scotson Clark, who has had charge of the school for some years, has been appointed Head Mistress, and the staff has been strengthened by the appointment of Miss Whittington, B.A. Lond., and Miss Kennett Hayes, First Class Higher N.F.U. (Bedford Kindergarten Training College). Already a considerable increase in the number of pupils has been secured, and special arrangements have been made for the training of kindergarten students.

MARY DATCHELOR TRAINING COLLEGE, CAMBERWELL GROVE.—Four students in the Junior or Academical Division of this college entered for the B.A. Examination at London University in October. All were successful, two gaining First Classes. These students will in January enter the Senior, or Pedagogical, Division, where they will be trained to teach. The division promises to be a large one, and already includes a very considerable proportion of graduates. Miss Carpenter has been recognized as a teacher in Pedagogy by the University of London.

PENARTH COUNTY SCHOOL FOR GIRLS.—The annual distribution of prizes took place on December 8, when the prizes were presented by the Chairman of the Governors. Junior Certificates of the Central Welsh Board were obtained by Gladys Cox, with Distinctions in English Literature and Botany, and by Maud Swenson, with Distinction in English Composition. Senior Certificates were obtained by Ella

(Continued on page 60.)

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ROSSALL SCHOOL.—The following are the principal prizes gained in the school:—Latin Prose (Senior), C. A. Storey; Latin Prose (Junior), A. Pym; Classical Literature, G. S. Woodman; Divinity, W. St. J. Pym. Outside the school the following scholarships have been won:—First Open Classical Scholarship, Clare College, Cambridge, F. W. G. Douglas; Rustat Classical Scholarship, Jesus College, Cambridge, G. S. Woodman; Open Mathematical Scholarship, Caius College, Cambridge, G. G. Woodruff; Open Classical Exhibition, Wadham College, Oxford, W. H. K. Campbell.

SEDBERGH, BALIOL SCHOOL.—The annual entertainment and prize distribution of this school was held on December 3 at the Public Hall, Sedburgh, on which occasion the pupils acted a play arranged by the Principal, entitled "The Land East of the Sun and West of the Moon." The clear enunciation of the actors was a matter of special comment, and a violin solo by M. Longridge was warmly appreciated by the audience. The school has won marked distinctions this year in drawing and music.

WELLINGTON COLLEGE.—The following have been elected to scholarships of £50:—W. H. Croome (from Mr. Gruggen, Wellingborough); H. C. Read, Classical (from Mr. Trollope, St. Albans); A. C. Sykes, Mathematical (from Rev. J. H. Wilkinson, Woodcote). The following have been elected to scholarships of £30:—K. F. P. Mackenzie, Mathematical (Wellington College, formerly from Rev. W. H. Churchill, Broadstairs); G. Cheetham, Mathematical (from Eltham College, Kent); R. M. F. Townsend, Mathematical (from M. Christopherson, Locker's Park); J. L. C. Mercer, Mathematical (from Mr. A. W. Roberts, Langley Place, Slough).

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A gauche, une traînée de roches labourées et décharnées s'allonge en promontoire jusqu'à une arcade de grève durcie, que les hautes marées ont ouverte, et d'où la vue par trois côtés plonge sur l'Océan. Sous la bise qui siffle, il se hérise de flots violâtres; les nuages qui passent le marbrent de plaques plus sombres; si loin que le regard se porte, c'est une agitation malade de vagues ternes, entre-croisées et disloquées, sorte de peau mouvante qui tressaille tordue par une fièvre intérieure. De temps en temps une raie d'écume qui les traverse marque un soubresaut plus violent. Cà et là, entre les intervalles des nuages, la lumière découpe quelques champs glauques sur la plaine uniforme; leur éclat fauve, leur couleur malsaine, ajoutent à l'étrangeté et aux mesures de l'horizon. Ces sinistres lueurs changeantes, ces reflets d'étain sur une houle de plomb, ces scories blanches collées aux roches, cet aspect gluant des vagues, donnent l'idée d'un creuset gigantesque dont le métal bouillonne et luit.

By "FIGARO."

The sea is preying upon the coast; fifty feet away from the water's edge great boulders of earth and stone, hardened by the impact of the waves, rise in brown and yellow ridges. They might be a school of whales, stranded in shallow waters, these massive blocks, worn, scarred, defaced, hollowed out by the foraging waves. In their cavernous depths and huge yawning jaws the high tide roars and bellows; engulfed for a moment, it is vomited forth again in masses of froth and foam, to meet the high gleaming billows as they roll up in ever-renewed attack, Incrusted upon the upper surface of these

(Continued on page 62.)

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boulders are shells and smooth pebbles. Into the crevices furze bushes have thrust their patient roots and the tangled cluster of their spikes. This coarse rough covering alone can adhere to the rocky sides and resist the spray of the sea.

On the left, a straggling line of rocks, furrowed and gaunt, juts out into the sea, ending in a sand-bank which the action of the high tides has fashioned into the form of an arcade.

From three sides of this bank the eye rests upon the open sea, whose waters are lashed by the whistling north wind into purple-tinted waves; here and there, where drifting clouds cast their shadow, are patches of a deeper hue. As far as eye can travel, stretches the vast expanse of murky waters, swirling and chopping with an uneasy, shivering movement, like a kind of quivering skin, writhing in the agonies of some internal fever. From time to time a trail of foam strikes across the darkness of the waters, bearing witness to a more violent upheaval. Here and there the light shining out between the banks of clouds chequers the monotonous waste with patches of bluish green, whose subdued brightness and sickly hue add to the strangeness of the scene and seem to extend the limits of the horizon. The weird fitful gleams of light, the steely flashes on the heaving leaden waters, the white scum clinging to the rocks, the slimy aspect of the waves, all this calls up the image of some gigantic crucible, filled with seething, glittering metal.

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Taine's description impresses me rather as a consummate piece of word-painting, an effective stage scene, than as the seascape of an artist with a natural touch—a George Sand or a Ruskin. The main difficulties lay in the choice of the exact words and in their order. Waves, billows, breakers, surge, flood are not synonyms. The majority stumbled at the threshold. *Ronge* expresses continuous action—"is wearing away," not "wears away." *De grands morceaux*, &c.: "Conglomerate masses of earth and rock formed by its action" would be, perhaps, the nearest rendering. *A cinquante pieds*: Numbers mis-translated "fifty feet in height." *De cachalots échoués*: Keep to the end. The description leads up to the simile, and the simile is carried on in *entrailles*, *gueules*. "A school of stranded whales" is quite enough; to define the species "spermaceti" strikes a false note. "The tide booms and bellows in their cavernous maw and wide-gaping jaws." Keep the alliteration and do not weaken *entrailles* to "depths." So, too, *tête*: keep up the metaphor of the stranded mammoths. *Ajoncs*, "reeds"; *lives*, "roots"; *fouillis*, "fall" were not uncommon blunders. "Hardy" does not give the full force of *patientes*; "much enduring" might pass. *Manteau de boure*: "matted covering." *L'Océan* with a capital letter, as "Gothicus" alone pointed out, is the Atlantic. "It is ruffled by the whistling north wind into purplish billows chequered with darker patches by passing clouds." *Une agitation*, &c.: The prize version supplies all needful comment. I should prefer "spasm" to "upheaval." *Ces sinistres*, &c.: Here "the," not "these," is idiomatic English. *Keffets d'éclat*: "Steely flashes" will not stand; "gleam of molten tin on a heaving mass of

(Continued on page 64.)

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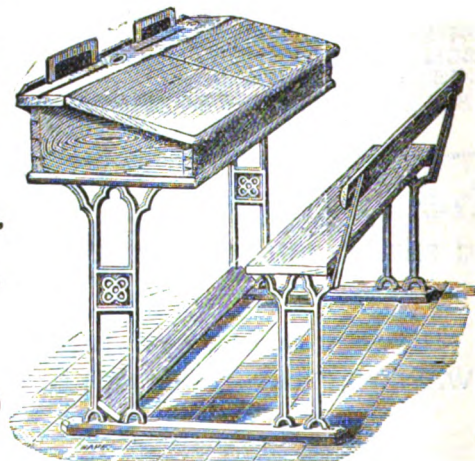
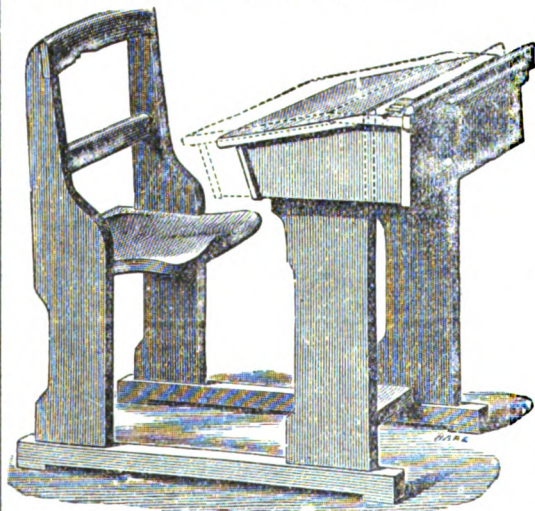
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lead" is the best that I can suggest. "Metallic glitter" may pass; but "pewter" is obviously out of court. *Scories*: here "scum," not "slag" or "scoria." *Gluant*: "oily," not "glutinous" or "viscous."

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PORTRAIT DE M. DIDEROT.

Moi. J'aime Michel; mais j'aime encore mieux la vérité. Assez ressemblant; il peut dire à ceux qui ne le reconnaissent pas, comme le jardinier de l'opéra-comique: C'est qu'il ne m'a jamais vu sans

perruque. Très vivant; c'est sa douceur, avec sa vivacité; mais trop jeune, tête trop petite, joli comme une femme, lorgnant, souriant, mignard, faisant le petit bec, la bouche en cœur; rien de la sagesse de couleur du cardinal de Choiseul; et puis un luxe de vêtement à ruiner le pauvre littérateur, si le receveur de la capitation vient à l'imposer sur sa robe de chambre. L'écritoire, les livres, les accessoires aussi bien qu'il est possible, quand on a voulu la couleur brillante, et qu'on veut être harmonieux. Pétillant de près, vigoureux de loin, surtout les chairs. Du reste, de belles mains bien modelées, excepté la gauche, qui n'est pas dessinée. On le voit de face; il a la tête nue; son toupet gris, avec sa mignardise, lui donne l'air d'une vieille coquette qui fait encore l'aimable; la position d'un secrétaire d'Etat, et non d'un philosophe. La fausseté du premier moment a influé sur tout le reste. C'est cette folle de madame Van Loo, qui venait jaser avec lui tandis qu'on le peignait, qui lui a donné cet air-là, et qui a tout gâté. Si elle s'était mise à son clavecin, et qu'elle eût préludé ou chanté:

"Non ha ragione, ingrato,
Un core abbandonato,"

ou quelque autre morceau du même genre, le philosophe sensible eût pris un tout autre caractère; et le portrait s'en serait senti. Ou, mieux encore, il fallait le laisser seul, et l'abandonner à sa rêverie. Alors sa bouche se serait entrouverte, ses regards distraits se seraient portés au loin, le travail de sa tête, fortement occupée, se serait peint sur son visage; et Michel eût fait une belle chose. Mon joli philosophe, vous me serez à jamais un témoignage précieux de l'amitié d'un artiste, excellent artiste, plus excellent homme. Mais que diront mes petits-enfants, lorsqu'ils viendront à comparer mes tristes ouvrages avec ce riant, mignon, efféminé, vieux coquet-là?

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THE GREEK QUESTION.

A DEFENCE of compulsory Greek at Oxford and Cambridge (not, as we read the oracle, "via prima salutis" comes to us from a quarter whence we should least expect it—from the Teachers' Guild, the most catholic and democratic of our educational corporations. In the December number of the *Teachers' Guild Quarterly* the question is argued from first principles, and it is refreshing to be raised above the dust and din of the Senate House and the paper war of fly-sheets and to contemplate the fray from the serene temples of the philosophers.

The writer takes as his major premiss J. H. Newman's definition of a University: its true function is "to give a knowledge which is its own end." The minor premiss, which follows logically, is that a University should recognize as a condition for admission proficiency in those studies which promote general culture and have no definite reference to any particular future career. It should do nothing to encourage "the inroads of specialization on the sacred years which, by almost universal consent, should be dedicated to purely general education." Lastly, the writer holds that, while specialization is the bane of schools, the Universities should themselves specialize. "One University should be strong in certain Faculties and another in others." Let Oxford and Cambridge be the nurseries of Arts, and let "Arts" return to their original meaning without straining it to cover sciences. Leave modern subjects, physical sciences, including, if needs be, those which are technological in character, to the modern Universities—to London and Birmingham and Leeds. Excuse Science men from Greek, and we shall produce what Mr. Bryce calls "a hard, gritty, and infertile type of mind."

Such, in brief, is the argument which, at the first blush, as a protest against the banal spirit of modern utilitarianism and a plea for the disinterested pursuit of knowledge, is singularly attractive. But a little reflection will show us not only that it presents a single aspect of a many-sided problem, and affords us little aid towards its solution, but that Cardinal Newman's ideal University with its single Faculty is ecclesiastical, mediæval, and unprogressive.

Let us set against Newman's definition that of Mark Pattison—like Newman, a son of Oxford and a humanist: "A University is the organ of the intellectual life of a nation; it is the school of learning, the nursery of the liberal arts, the academy of the sciences, the home of letters, the retreat of the studious and the contemplative." A University is a living body, a complex result of life; it must take all knowledge for its province; it must be not only a school but a laboratory, and, if it cuts itself off from any branch of science, it deprives itself of a vital organ and is doomed to sterility and ultimate decay. The humanist must rub shoulders with the man of science if he is to escape from narrow pedantry, just as the man of science must drink of the humanities if he is to avoid the "hard, gritty, and infertile type of mind."

To descend from these generalities to the problem before us. In the protest against premature specialization we most heartily concur; but, as it seems to us, compulsory Greek is an insistence on specialization in its most aggravated form. Let us concede that "the humanities are an essential—nay, the prime—element in a purely general education," and let us make, for the sake of argument, the larger concession that Latin and Greek are an essential factor of the humanities. The *Quarterly* writer, in his turn, will hardly dispute that the mother tongue is a no less essential factor, and, further, that a well educated youth of eighteen or nineteen may fairly be expected to know something of mathematics, of science, of history and geography, and of French or German. If, as the writer desires, the University is to "assert its claim to control the education of its future alumni in its earlier stages," it is bound in its preliminary examination to insist on a competent knowledge of all these subjects. It is needless to point out that as matters stand there is not even a pretence on the part of Oxford and Cambridge of realizing this ideal. Half of the above named essential subjects (and our list is not exhaustive) are not examined in at all, and in the obligatory subjects the examination is not always framed to test real knowledge. Thus "mathematics" at Oxford means learning two books of Euclid by heart, and "Greek" both at Oxford and at Cambridge, means a smattering of Greek

accidence and getting up a couple of Greek plays. Nor, as far as we are aware, has any reformer been bold enough to propose that the Universities should "tune" the schools by insisting that every student before entering should pass in the rudiments of our modern *trivium* and *quadrivium*. This was indeed the express aim of George Grote and the founders of the University of London, though it was even then felt that Greek could not be enforced; but the scheme of universal knowledge failed to produce the results anticipated, and in the Matriculation Examination of the reformed University it has been frankly abandoned in favour of a scheme with manifold alternatives.

This seems to us the root of the whole matter. As knowledge grows and ramifies it becomes less and less possible for any man to be an encyclopædist, or for any pupil to acquire the rudiments even of the main branches. Even at school there must be, not indeed specialization in the narrower sense of the word, but what we should prefer to call differentiation. All children, whether in primary or secondary schools, must start with a common basis, and we fully agree that the humanities should be the corner-stone of the edifice. The longer this common course can be pursued the better, but there comes an age when the pupil (quite irrespectively of his future calling) must make his choice between the classical and the modern side. Before that age (say, fifteen) all educators would agree that it is not advisable that he should study Greek. After that age, if he joins the modern side, there is, at least among modern-side masters, a consensus of opinion that the Greek he learns to satisfy the requirements of the University profits him nothing at the time and leaves no trace behind it. If we wish our Universities to be recruited from the modern no less than from the classical side, we shall remove this barrier. The argument that it keeps no one out; that the mathematician or science man can take it in his stride, proves too much: it admits that Little-Go Greek is a piece of stage machinery. The one serious plea for its retention, when stripped of its rhetoric, amounts to this: the many must be compelled to learn sham Greek in order to secure for the few an opportunity of really learning Greek. It is an argument that will not find much favour in a democratic age. The advocates of Greek who warn us that Greek is doomed to extinction unless it is bolstered up by a preferential tariff show a singular lack of faith. We believe that Greek is strong enough to stand on its own merits, and that it will actually gain by losing the mob of conscripts pressed unwillingly into its service, who desert as soon as they have learnt the goose-step.

"We hold that the main value of Greek, and, in a lesser degree, of Latin, lies in the power that they give us to penetrate into an atmosphere altogether alien from our own."—If this be so, if a knowledge of Greek thought and literature—not of the language—be the *signum stantis aut cadentis universalitatis*, it is surely irrational to impose a test in grammar and entirely ignore the literature, the history, the art of Greece. Would not the freshman who takes up Jowett's "Republic" of Plato, Whitelaw's translation of Sophocles, Curtius's "History," and Lessing's "Laocöon" have penetrated further into the Greek atmosphere than one who has only mastered Abbott's "Greek Accidence"? The letter killeth; the spirit giveth life. Greek, say our opponents, will, if your alternatives are admitted, in a generation or two be relegated to the same rank that Hebrew occupies to-day. We do not for a moment believe it; but, even were it so, we would ask them whether Hebrew scholarship has suffered, whether Hebrew literature is less studied to-day than it was a hundred years ago, whether Hebraism is a less potent factor in the religious life of the nation.

But we would go further. We began by admitting that Greek was an integral factor of humanistic culture, but, if this is interpreted as meaning that no man can be said to be fully educated without a knowledge of the Greek language, we absolutely deny the assumption. It would be easy to compile a list of highly educated men, from Shakespeare and Bacon down to Keats and Darwin, who had small Greek or none; but these might be written off as exceptional geniuses. Our refutation rests on a broader basis. We are heirs of all the ages, and the spirit of Greece has passed into modern European literature. Is it too much to say that, apart from direct translations and imitations, the student who has read and digested Racine, La Fontaine, and Molière; Pascal, Montaigne, and Courier; Goethe, Schiller, and Lessing; Jeremy Taylor, Burke, and

Landor; Milton, Wordsworth, Keats, and M. Arnold will have absorbed a large portion of the Greek spirit? Much, but by no means the whole, we are the first to admit. On the other hand, we must refuse to call him a fully educated man to whom the vast literatures of France, Germany, and Italy—their poetry, their science, and their *belles lettres*—are books with seven seals; who know nothing of "Le Misanthrope" and "Les Misérables," of "Faust" and "Wallenstein," of the "De-cameron" and the "Divina Commedia."

The Greeks knew no language but their own, and looked on all who could not talk Greek as outer barbarians. But this, like slavery, was an accident of time and circumstances, not an essential of the Greek spirit—which we all, whether classicists or moderns, are jealous to preserve. Could we call "the Master of those who knew" from the shades, there is little doubt how he would vote on "the Greek Question."

EPEA PTEROENTA.

FROM DEBATE IN CAMBRIDGE SENATE, DEC. 1 AND 2.

THE PRESIDENT OF QUEENS'.—For students of science the retention of the examination of Greek had become artificial, unreal, and therefore burdensome.

The solution of the problem lay in the institution of a new degree or new degrees.

SIR R. JEBB.—Head masters in the proportion of 8 to 3 held that the exemption of all candidates from Greek would endanger or extinguish the study of Greek in the vast majority of schools. At the present moment the great impediment to maintaining a high standard of liberal education was premature specialization in scientific and technical subjects. The proposed changes would be all in favour of premature specialization.

The report was advocated in the name of light. To him it seemed to savour of obscurantism. If Cambridge once banished Greek, there could be no hope of a second Renaissance.

THE MASTER OF PETERHOUSE (Dr. Ward).—The study of Greek possessed an inherent vitality in itself which was guaranteed by its universal recognition as an unequalled instrument of culture. It flourished at Cambridge before the institution of the Classical Tripos and the Preliminary Examination, 1822-4, when for the first time Greek was made a compulsory subject for all candidates; it continued to hold its own after an endless series of new Triposes had been instituted.

There was no fear of the true study of Greek suffering in the large public schools or in the smaller schools into whose system it properly fell. Was it the intention of the University to galvanize it in those schools in which it had no organic place?

As to the substitution of French and German, he confidently believed in its educational efficiency as well as its public utility. These languages could be taught—and, in a steadily increasing number of schools, were taught—in such a way as to furnish linguistic training not inferior to Latin or Greek.

Prof. MAYOR thought it a pity that a few months before the hundredth year after Paley's death the University should "dismiss him with a flea in his ear."

As for French and German, he thought that they should teach them to themselves. He himself was never taught a living language, except Cingalese.

Dr. Gow would retain compulsory Greek because it furnished the grammar-school master with an answer to Philistine parents. He could point to the examination and say "Greek pays."

To make a subject optional meant painless extinction. The Army Council had made Latin optional for Woolwich and Sandhurst. As a consequence, the Army classes at Rugby, Clifton, &c., had dropped Latin. In the London Matriculation sixteen years ago one language had been knocked off, and German went to the wall. Two years ago Latin was made optional, and Latin was slowly dying.

The classical side was absolutely essential to the welfare of our schools, for Greek was the badge of good work and good influence. His classical side at Nottingham (forty boys out of four hundred) had an influence far out of proportion to its numbers. It consisted of the better-bred boys. If the classical side disappeared, the school would become much more of a mob.

THE MASTER OF TRINITY (Dr. Butler) pleaded the cause of the Passman. If, in addition to the indispensable subjects of a school curriculum, the University insisted on two ancient languages, it was placing upon these boys a burden beyond what many of them could bear. Thirty-five years ago he had authorized Mr. E. Bowen to institute a modern side at Harrow from which not Latin, but Greek, was ex-

cluded. If he had to go over that experiment again, he should do the same.

His own contention was that the effect of Greek training upon the intellectual standard of the lower boys was almost *nil*, while it robbed them of a vast amount of valuable time.

Dr. ALLBUTT.—The present system of compulsion had failed completely to realize its object. He often appealed to his men, and said: "You have been eight or ten years learning Latin, and I know from what I see that you cannot put ten words of Latin together without making four or five grotesque mistakes." They would admit: "We cannot put the words of Latin together without considerable liability to error; we could not put five words of Greek together at all."

Dr. WESTLAKE.—Let them learn what a boy was, and in ninety-nine cases out of a hundred they would be able to make something of him. Under the present system, they did not turn out the boy what he should be, nor could they, unless their studies were made freer, unless they gave up the attempt to force square boys and men into round holes and round ones into square holes.

Dr. MCCLURE.—Boys who took up Greek merely for the purpose of entrance into Cambridge had a serious wrong done them. To make boys take up Greek for six, eight, or twelve months, merely to cram it for an examination, was to bring to scorn that glorious language, bring into contempt a glorious University, and, what was worse, to give the boy a very low ideal of scholarship and learning. It was a most serious moral wrong.

He doubted if those who were not practically engaged in the teaching of schools knew what enormous progress had been made of late years in the teaching of French and German. The teaching of those languages, as conducted in many schools with which he was acquainted, gave a mental and moral discipline to the ordinary boy in no way inferior to that which in times past was produced by the study of the classical languages.

Dr. MAYO.—Those things which Dr. Ward had called studies were not studies at all. A knowledge of French was not a necessity, and all could pick it up at any time.

The MASTER OF PEMBROKE.—A man could not get through life as an educated man without learning French, and could not become really a student of the higher knowledge in any subject without knowing German. Therefore, if they made French and German his school subjects, they were really depriving him of Greek without giving him anything in exchange. A better substitute for Greek and Latin would be Arabic or Hindostanee.

Prof. RIDGEWAY.—What they were fighting was not the cause of Greek or Latin, but the cause of literary education as a whole, and they were not fighting it against the higher scientific side at all, but against the scientific nonentities and the commercial scientists. What did the public know about it? Was the brain going to lead or the tail?

How did this bugbear of the outside public arise? He would tell them. The University wanted money. The millionaires were being hunted down in all directions, but the woodcocks would not be caught in their springs. They were told that they would not do anything for Cambridge so long as it was regarded as a monkish place, full of dead languages, and so forth. Did they believe that if they turned the University of Cambridge inside out such men would give them anything? They stood no more chance than of getting money from the Corporation of Cambridge. But because of these things they had the Syndicate setting down the regulations of all the mushroom Universities to show them what they ought to do.

Mr. BARBER.—At the Leys School more boys were sent to the University from the modern than from the classical side. This was a real grievance. For the last and most important year of school life the modern-side boy had to learn a subject which he could not profitably learn to any advantage in the time, and which he would be bound by-and-by to cast aside. This was a cause of mental and moral irritation.

With reference to Dr. Gow's depreciation of modern sides, he would like to say that at the Leys School it was possible on the modern side to get an education morally and mentally as effective for good as that which could be got from the classical side.

Dr. ROUSE.—If the Government, as it ought to have done, had arranged a systematic education suited to the needs of the country, and had provided that it should be carried out in every commercial or secondary school, then there would have been no objection to considering this question. As it was, the University had no right to abolish compulsory Greek, especially as the Syndicate had taken no pains to ascertain the facts of the case.

Dr. MAITLAND knew a boy at school [Eton], some forty years ago, who was taught Greek for eight years and never learnt it; but one thing he did learn—to hate Greek, its alphabet and its accents, its accident and its syntax, and all its appurtenances, and to long for the day when he would be allowed to learn something else.

So you have got to learn Greek grammar, not because you are going

to enjoy Plato or Sophocles or Aristophanes—don't you think it, my son; such delights are not for the like of you—but "because the bulk of the Passmen in our old Universities are being educated on humanist lines." Humanism? Was there no other word to apply to the General Examination for the ordinary B.A. degree? It took a conference of head masters to make that joke. Upon his word and honour, if there was going to be much more talk about humanism he should think they had need of a new degree—Bachelor of Humanities: to be abbreviated as Hum.B.

But he could sympathize with the cry of the craftsmen who made the silver shrines. Diana was quite as good a goddess as another, and when it was said: "I am a gentleman; I learnt my verbs in -*mu*, and therefore people who do not learn their verbs in -*mu* belong to the lower middle classes," though he did not think it was exactly humanism, it was intelligible human nature. He could sympathize with Dr. Gow. Hitherto he had had his official answer cut and dried for the parent who wanted to know why his little boy was to learn Greek—"because the Universities require it." "That," said Dr. Gow, "was my great stand-by." Well, it was a very unpleasant thing to be deprived of your official answer; it was like a man who on losing his spectacles felt quite naked and ashamed.

Sir GEORGE YOUNG, as a Charity Commissioner, pointed out a fact that had been lost sight of in the debate. Under the Endowed Schools Act, in accordance with the recommendations of the Taunton Commission, Greek was excluded from the regular curriculum of the second-grade schools of England generally, and from the curriculum of the less well endowed schools and those with lower fees entirely. Not even Sir W. Anson had reversed that policy. From those schools they had received many of those who were the chief glory of the history of the University of Cambridge. By insisting on Greek they would not, indeed, absolutely exclude, but they would put a formidable barrier to the entrance of, the Newtons, Wordsworths, and Whewells of the future.

Mr. SOMERVILLE.—Dr. Gow was mistaken about the Latin of Army candidates. The Army class at Eton averaged a hundred. These boys always had learnt Latin, and would continue to do so.

As a schoolmaster he had seen far too many instances of boys condemned to intellectual sterility by compulsory Greek.

Dr. BARNES.—They should dismiss from their ideal Previous Examination subjects that were merely useful, such as the French language. The only language which came anywhere near Greek as an educational instrument was Arabic; but he should not propose Arabic as an alternative—it would not suit the Schools.

Mr. SAUNDERSON (Oundle) had come across no instance of Dr. Gow's utilitarian parent. When they sent their boys to Oundle parents said to him: "Take the boy and find out what he is capable of doing." They wanted the boy to enjoy his school work. That was the way in which their modern sides ought to be fed.

No more cruel thing could possibly be done than to sacrifice the dull boy for the sake of the intellectual boy. If they came to the conclusion that the majority of boys in school ought not to learn Greek, it was cruel that a select number of intellectual boys should be taught Greek at the expense of the so called dull boy, and that while at school they should live upon the dull boy.

Dr. BREUL denied that French and German were intended to be "soft options." A language that had produced the works of Luther and Lessing, of Goethe and Schiller, of Humboldt and Mommsen, could not be "picked up" by a few weeks' stay abroad or learned mechanically from the lips of a nursery governess.

Mr. MILNER BARRY.—Dr. Chawner had called attention to the flourishing condition of German *Gymnasien*; that was equally true of *Realgymnasien*, which taught Latin and one other language, and of *Realschulen*, which taught two modern and no classical languages. Any boys from any of these different types of schools could proceed to the Universities without let or hindrance. In Germany classical studies had not suffered by the concession of options.

The MASTER OF CHRIST'S (Dr. Peile).—It was possible to get in French, and to some extent in German, to what he might call the subject-matter, from the greater facility of the grammar. That was precisely what their pupils in Greek did not seem to do. They did not get to the literature, to the real knowledge of the language, at all.

He had never heard an answer to the statement that in the case of boys who had little taste for languages, so far as linguistic training was concerned, there was an appreciable gain in adding one ancient language to the other. And it was nothing more than linguistic knowledge that they got, to a limited extent, by means of Greek, into the brains of their non-classical men.

They had a statement from the Chancellor (the Duke of Devonshire) that, after talking with many men in all parts of the country, he found the prevalent opinion that at Cambridge they were devoted by bygone ideals, and that they would not budge one atom to meet the educational ideas of the day. He firmly believed that, if they at Cambridge hardened their hearts and stiffened their necks, and refused to make any change,

they would alienate from themselves the most progressive and the most actively minded parts of the nation.

Mr. GILES denounced the Charity Commission as obscurantists—"a rascally Commission doing anything in their power to prevent poor boys having the opportunity of a liberal education."

The PROVOST OF KING'S (Mr. Austen-Leigh).—The Report dealt only with the Previous Examination. It made Greek optional in that examination. The result was that all candidates for Honours could, if they pleased, avoid taking Greek. That did not set free the Pollmen.

As far as the University was concerned, Greek had only been compulsory since 1822.

Why was a linguistic study necessary for all students? His answer was, because it taught boys to think accurately and to express themselves clearly. The latter object might be attained by the study of any modern language; for the former an ancient language was superior. It did not follow that two ancient languages were necessary.

Mr. BATESON.—It was common knowledge that the partial endowment of a great technical school was offered to Cambridge privately, and that the benefactor, feeling his way in the matter, found that Greek was demanded, and the technical school was not coming, frightened away by Greek. That cuckoo's egg would be laid in another nest.

The real substitute for Greek, and the only worthy substitute, was science. French and German were on too low a plane to reach the level that they required.

Dr. H. JACKSON.—He had been a teacher of Greek in the University for more than forty years, and for the last four-and-twenty had been studying and teaching Greek and nothing else. He thought the subject worthy of any one man's life work. Of all literary instruments of education, he believed Greek to be the best—for the right people; for the wrong it was the very worst. As Mr. A. Sidgwick wrote, when a master at Rugby: "For the worst boys who do Greek at a public school it is not merely useless, but pernicious."

Mr. GLOVER.—Greek seemed to him as safe as the stellar system or Shakespeare, and, whatever they did, Greek was going to hold its own.

THE GREAT GREEK QUESTION.

(FROM A CAMBRIDGE CORRESPONDENT.)

IF Cambridge were in France, we should all be wild over *L'affaire Little-go*. All the elements for an *affaire* are there. The mysterious letter from the Chancellor, the Duke of Devonshire, which no one quotes, but which the Council of the Senate have seen, and sworn not to divulge; the remarks of the Chancellor in the combination room of Trinity; and the anonymous benefactor who came with a technical school in his pocket, who was bowed from one University office to another, and went away with his school still in his pocket—these are the elements of the *affaire* that keep us perplexed and wondering as to what it all means. What have these mysteries to do with the Little-go—or with Greek in it? Somebody said, we are told, in private, or wrote in a letter "not for publication," or implied, that certain other people hinted "that we were so devoted to bygone ideals that we would not move to meet the educational ideas of the day," and that therefore they could not—and there the sentence leaves off, and some guess one thing and some another.

So a Syndicate—which is the Cambridge equivalent of a Royal Commission—is appointed to discuss our educational methods. The Opposition, who failed to stop its appointment, at once began to gather the names of those who were willing, before it reported at all, to say they would vote against anything it might report that was likely to touch Greek. The Syndicate met, heard evidence, shed a few of its members, and reported.

The main features of the scheme were (1) the dismissal of Paley (for whom no one now has a friendly word to say, except Prof. Mayor); (2) the grouping of the four languages Greek, Latin, French, and German together to be Part I. of a new Little-go, with the explanation that one classical language must be taken, and either both papers in any of the other three languages, or one each of French and German; and (3) the final abolition of set books. It has been for some time permissible for a candidate to do some hard unseen translation instead of a book; now it is proposed that he shall not have this option, but shall do unseen, prose, and grammar.

When an interval had been given us to digest the Report and its proposals and its appendices many and various, a "discussion" was announced for Thursday, December 1. In Cambridge, it should be said, we always legislate so. A report is issued, is discussed after an interval, and after another interval it is voted on. Thus discussion is academic; the voting is another thing and at another time. In this

case we shall vote next term. Meanwhile we have discussed the great Report for three days in the Senate House and had hours and hours of oratory, rhetoric, discussion, likes and dislikes, platitudes, ideals, and mere talk.

The two salient points were the changes by which Greek ceases to be compulsory and the set books totally disappear. The former had most attention, friendly and hostile. For the latter, virtually no defence was made, except that books are often badly done, that the new scheme will be "harder," and that we must be thorough. The opponents of optional Greek will gain votes here when the day for voting comes, as there was clearly a middle party in the Senate House, distinct from the "root and branch" friends and foes of the present Report. The middle party approve optional Greek and disapprove pure unseens, and it is likely that some of them will either abstain from voting or vote *non placet*, unless material changes are made in the scheme.

As to optional Greek, *per se*, we all said our say—panegyricized Greek and Humanism and people who can pronounce Bootes (without the help of dots), or pled for Liberalism and recognizing facts. Probably neither side gained adherents from its opponents on the Greek question. Too many superlatives were used by the champions of Greek in eulogizing it, while the supporters of the option were, generally speaking, heavy or even slightly Philistine. Neither side showed much intelligence of its opponents' position, and the great guns missed fire a good deal in consequence. Prof. Maitland for the option, and Mr. Bateson against it, were certainly the most interesting speakers in the debate.

We were all glad when the debate was over—except perhaps the members of the Syndicate, to whom the Report has probably been referred back. What they will do with it, whether they will temper it to retain the Middle Party's support and so weaken the Opposition, no one can tell. In any case, there is great probability that the whole Report will be thrown out. Outsiders do not know how much support the Opposition found for their preliminary *non possumus*, but it is quite likely that the Master of Pembroke, who, by the way, was peculiarly rude to Dr. Maclure, has, in virtue of the *odium theologicum* which underlay his rudeness, enlisted unknown numbers of country clergy to follow him. He has raised the cry of "Church in danger!"—and the clerical vote is large, if it is nothing else.

MODERNS V. ANCIENTS FROM A GERMAN POINT OF VIEW.

A RECENT number of *Die Woche* contains an interesting article by Geh. Regierungs-Rat Dr. Paul Güssfeldt on "Modern Languages as a Mental Discipline." After pointing out the distinction between these and the dead languages, the latter being a compact whole, capable of no accession or increase, while the former is like a stream, ever flowing and gaining strength in its course, he continues:

The language of a people which has attained a high degree of civilization cannot fail to be a subject of the utmost interest to every educated person, and to appear to the unprejudiced thinker a salutary branch of education.

He then propounds the much discussed question:

Is it correct to say that only in the Greek and Latin tongues is the power inherent of stimulating the understanding for higher educational purposes, that Greek alone enables us to appreciate what is beautiful in art, and that a command of the Latin tongue, bringing in its train an intimate knowledge of Roman history and statecraft, can alone contribute to promote a complete understanding and furtherance of modern civilization?

After admitting that no school, even those where classics are not taught (in Germany called *die lateinlosen*), is uninfluenced by the spirit of classical antiquity, he proceeds:

When, however, it becomes a question as to the influence of modern languages in developing our tastes and love of the beautiful, the following facts must not be overlooked:—only exceptional students are, by reading and study, capable of thoroughly grasping the spirit of the Greek tongue. After leaving school, Greek, unless pursued as a special study, is consigned to oblivion from lack of further cultivation. The costly treasure is buried, when it should expand to a luxuriant growth. With Latin it is somewhat different; though not wholly confined to the domain of students of classical philology, its use is in a state of gradual decline. In German Universities, for example, Latin dissertations are slowly and surely giving place to those in the native language.

If, however, in the place of these two classical languages, French and English [we may here substitute French and German] form a

subject of instruction, the student at once enters upon another path of intellectual training. Whether this training is thereby less powerfully developed than it would have been in a classical school [*anglice*, on the classical side] depends in a great measure upon the student's particular bent.

In discussing the advantages of French and English as subjects of the school curriculum, Prof. Güssfeldt, in the former case, lays special stress, as regards mental discipline, on the conjugation of the verbs and their "wealth of forms," the correct reproduction of the vowels and nasal sounds, and the uses of the moods and tenses; further—and this applies to other languages as well—that of being spoken by millions of educated persons, whereby is engendered in the learner a healthy striving to express himself accurately and fluently.

To attain this proficiency a mental exercise, absent from the study of the dead languages, is opened up to him.

It would be out of place here to dwell upon the benefits accruing from a study of English, to which the Professor attaches the utmost importance from an intellectual as well as a utilitarian point of view. Much of what he says applies with equal force to German, and, though perhaps we cannot go so far as he does in respect of English, as to say that we owe to the German Parliament speeches worthy of a place beside those of Demosthenes and Cicero, or that with "ein paar hundert Vokabeln" we can get on wherever German is spoken, yet we may confidently assert that, for its power of word-combination, its rhythm, its conciseness of expression, its construction, "einzig in ihrer Art," not to mention its interesting history and philology, it is a valuable factor in the development of the intellectual faculties.

It is obvious [he proceeds] that the influence on the youthful student of the literature of two civilized nations, with whose language he becomes more familiar from day to day, cannot but have a beneficial effect on his future life.

In these days, when a mixture of fanatical patriotism and commercial "internationalism" completely clouds our judgment of ourselves and other nations, a drop, however small, of the oil of much despised cosmopolitanism will tend to purify the whole. A cosmopolitan is not a detractor of his country; he knows perhaps better than others that the foundations of his strength are implanted in his native soil; but other men are as much God's creatures as he is; as a cosmopolitan it is his duty to recognize what is good among foreign nations, and as a patriot to introduce it into his own.

In this respect instruction in modern languages will accomplish much that is denied to the classical tongues.

Prof. Güssfeldt is not, however, prejudiced. He does not advocate the cultivation of spoken languages to the exclusion of the dead ones. On the contrary, the conclusion he arrives at is this: the abolition of the classical *Gymnasium* would be as great a misfortune as to hinder the erection of those where French and English alone are taught; and, just as Roman and Gothic architecture are found side by side, and often, indeed, in combination, so it should be with the ancient and modern tongues. There is room for both; neither should exclude the other.

H. S. B. W.

THE ORIGIN OF WESTMINSTER SCHOOL.

THE recurrence of the Westminster Play, which still draws "crowded houses" to Westminster School under Dr. Gow in the days of King Edward VII., as it did under Dr. Busby in the days of King Charles II. or under Dr. Nowell in the days of King Edward VI., furnishes an occasion for placing on its proper basis the history of that famous school. The history of none of our great public schools has been more obscured, through the inventions of the fifteenth and the guesses of the seventeenth century having been accepted as gospel in the nineteenth century.

The life of Ingulf, Abbot of Croyland, has been cited to give Westminster a Saxon lineage, under the patronage of Queen Edith, the wife of King Edward the Confessor and sister of King Harold. Ingulf is made to say:

I saw her often as a boy when I visited my father at Court, and met her as I was coming from school, when she used to "pose" me in Latin and verses; and passing readily from the solidities of grammar to lighter logic, in which she excelled, she would "shut me up" by the subtle threads of her arguments, and then make her maid count me out three

or four coins, and send me to the royal larder to refresh myself, and so dismiss me.

But, alas! one sentence alone is enough to condemn Ingulf as a historical romance:

I, the humble servant of St. Guthlac, was sent in my tender age to learn letters first at Westminster and afterwards at Oxford school.

Now, whatever disputes there may be as to the exact origin of Oxford University, there is no dispute that it did not exist before the Conquest. But, indeed, it has been conclusively shown that the pseudo-Ingulf is not earlier than 1486. Failing Ingulf, some Westminster antiquaries adopted the guesses of Stow, who identified Westminster School with one of the three schools of London mentioned by Judge Fitzstephen in his "Life of Becket," as meeting in contests of verses and grammar and epigrams in the morning at St. Paul's and in games of football in Smithfield in the afternoon. But Stow forgot, as the first scientific historian of Westminster, Richard Widmore, pointed out in 1751, that Westminster was not in London. In 1130, when Becket was a boy, it was a distant suburb. Moreover, some editions of Fitzstephen give the names of the schools, viz., St. Paul's, St. Martin's-le-Grand, and St. Mary-le-Bow, which as late as the reign of Henry VI. were still the only authorized schools of London.

But, though particular history fails to produce any evidence of the existence of Westminster School, such as is actually extant for Warwick School in the days of King Edward the Confessor, or for St. Paul's School when Thomas à Becket was a boy in the days of Henry I., there is always the general theory of the school of the Abbey to fall back on. The bench is actually shown in the cloister on which the Westminster Abbey School boys played a kind of solitaire with nine holes; and the nine holes are to be seen unto this day. That Westminster, like every other monastery—Benedictine monastery, at least—kept a so-called "School" of Novices, there is, indeed, no doubt. But, if we figure it out, a School for Novices becomes a very small thing. When Westminster Abbey was surrendered to Henry VIII. there were only twenty-four monks; and, as you went on being a monk all your life, that is, from, say, eighteen to sixty or over, it may easily be reckoned what proportion of the twenty-four would be likely to be novices. It is true, however, that the normal number of monks at Westminster was double twenty-four. Thus, in 1520 there were fifty-two and in 1510 forty-six monks. The full number was probably sixty. This was the full number at Winchester. The accounts of Winchester, published by Dean Kitchin, tell us, in connexion with payments for beer and knives supplied to the youths in school, the numbers there were in the Novices' School. They never exceeded nine, and were generally below six, while in at least two years there were none at all. Outsiders were forbidden by the statutes to be taught with monks. Moreover, the main subject of instruction was not grammar—that is, classics—but the Rule of the Order. The monk was not, as a rule, learned. When Westminster, with other Benedictine monasteries, began to send representatives to Oxford, it only kept three at a time there. This was doubled by the addition of three "Scolers of Kyng Henry the VIth," by that King's chantry foundation, because he said he had by "long experience perceyved that vertue emonges religious men" (*i.e.*, monks as opposed to secular clergy) "is little used, religion greatly confounded, and fewe or no hable persons found in houses of religion" (*i.e.*, monasteries as opposed to colleges). But, if one swallow does not make a summer, neither do half a dozen scholars in the Rule make a grammar or public school. Old Westminsters will surely reject Dean Stanley's claim of the Novices' Master as "the beginning of Westminster School."

There was, however, at Westminster a real Grammar School, which, though of modern foundation compared with claims now repelled, is yet of sufficient antiquity to put Westminster above Winchester or Eton, if it cares to claim descent from an institution of rather humble status.

This was the Grammar School in the Almonry of the Abbey, which stood somewhere between Dean's Yard and the Army and Navy Stores. It was known to Widmore, but he did not work out its history in detail.

Through the courtesy of the late Dean Bradley, I examined the extant accounts of the Almoners from their beginning to the Dissolution, and they reveal an interesting anticipation of what

was common under the Endowed Schools Acts five centuries later, the diversion of an eleemosynary charity to educational purposes. The Almoner was the monk who gave alms for the Abbey, originally by distributing the broken meats at the gate of the monastery. By the date of the earliest extant account at Westminster, 1282, he had separate endowments at Knightsbridge, Paddington, Battersea, and Claygate in Surrey, producing about £60 a year, and lived in the Almonry, an almshouse outside the Abbey, with ten brethren and sisters, who each got a farthing a day and gowns of russet, while thirteen "brethren and sisters of St. Edward" received 10½d. a quarter, or somewhere about the ninth of a penny a day. As Gregory of the Parlour, a servant, was paid only a penny a week, the pay was not so bad as it sounds. The next account, for a quarter of the year 1317, shows an educational payment, "In maintaining Nigel at school for the love of God, 2s." In 1320 Nigel was still at school, and his keep "for the whole year except Autumn" cost 13s. 8d. Who Nigel was and where he went to school we can only guess; but the amount suggests that it was at the University and that Nigel was a poor scholar.

Nothing approaching an educational payment appears again for nearly forty years. In 1354 there were payments for "the expenses of 2 boys, 2s.," and for "clothing the boys in the Almonry, 30s." Next year, 1355-6, there was paid to brother John Wallingford "for cloth for the boys of the Sub-Almonry, 8s. 8d.," while another payment appears, which is never repeated: "There is allowed him 2s. 8d. for the expenses of a clerk being in the Almonry and teaching my brethren [*i.e.*, the monks] broken song." Broken song is distinguished from plain song. No boys appear again until 1362-3, when they had been increased in number and there was "paid for cloth for the boys of the Almonry, 24s. 5d." From that time until the Dissolution there is a payment every year for the cloth for boys, sometimes described as being in the Almonry, sometimes as in the Sub-Almonry, varying from 27s. to £10. Concurrently the number of brethren and sisters in the Almonry seem to have been reduced to five; the sisters of St. Edward disappear altogether; and the brethren—or, as they are sometimes called, the Knights—of St. Edward were cut down to six. So there must have been a regular scheme for substituting boys for almswomen. There is, however, no mention of a master for these boys till 1367-8, when we find "one gown [*roba*] bought for the Master of the said boys, with his stipend, 26s. 8d." Two years afterwards there is paid

to the Sub-almoner for boys of the Sub-almonry against St. Nicholas' Day [the day of the Boy-Bishop's ceremony] 9s. Cloth for the boys of the Almonry, 46s. 8d.; for fur for the Boys' Master, 2s., and to the tailor for making the clothes of the boys of the Almonry, 2s.; for shearing the cloth, 16d.; and in the stipend of the Master of the boys this year, 13s. 4d.

It is another twenty years before, in 1387-8, the Master is called a "schoolmaster": "In cloth bought for the Schoolmaster [*Magister scolarius*] and boys in the Sub-almonry with the shearing of the same cloth, 50s." In 1394 the items appear in a new form, which is thenceforth, with slight variations, continued to the Dissolution: "To the Schoolmaster for teaching the boys by the year according to agreement, 13s. 4d. In cloth bought for the Master and boys with shearing the same, 50s. And for fur for the Master, 22d."

In 1395-6, by "a new agreement," the Master was paid 20s., and in the following year 26s. 8d. At this rate he continued to be paid year after year to 1479. Thence onwards he was paid 40s. a year. After 1387 the schoolmaster is generally described by the full and correct designation of *Magister scolarius*; but he is sometimes simply *Magister puerorum*, and once *Magister scole*. In Henry VI.'s reign and later he is distinctly called *Magister scolarius*. This variety of description is equally found in the Winchester College Account Rolls. The use of *scolarius* in the plural is correct, but means only a single school.

The Master and boys were lodged, and presumably boarded, as well as clothed, at the Almoner's expense. A school-house was provided. In 1414-15 payments were made for mending the school wall, and in 1421-2 there is a complete account for rebuilding the school-house. With four chambers and four chimneys, it cost £32. 9s. 9d. The special mention of chimneys shows that the building was of "post and pan," the chimneys only of stone and brick, or Flanders tile, as it is called. It

stood "at the end of the grange," by "le Millebank," and in 1446 is described as "le Sope-hous," now called "School-house." In 1447 a curious item occurs of "16d. for making a 'gyn' on the chapel of St. Anne to stop the players at ball there." Presumably these early ball players against the Almonry Chapel were the boys of the Almonry School.

The payments for cloth enable us to determine with tolerable certainty the status of the Almonry School Master and the size of his school. The 5 yards of cloth which the Master had was the same as the allowance of the Usher of Winchester College, being a yard less than that of the "Conducts," or hired chaplains, and 3 yards less than the Head Master's allowance. At Winchester the Head Master was allowed 3s. 4d. for fur; at Westminster his fur cost 18d. or 16d. He was, therefore, rather an inferior sort of person. He was sometimes a married man, and therefore not in Holy Orders. The recent researches of Dr. Scott, who is arranging their muniments for the Dean and Chapter, have produced from other officers' accounts other light on the School. From 1425 to 1435 the house belonging to the Sacrist built for the Knoll chantry was let to John Newbrough, Schoolmaster, and Margaret his wife; while in 1491 among the "liveries" for gentlefolk was one for "the Schoolmaster's wife." Four consecutive Head Masters of St. Peter's School at York who received a salary of £5 a year were in the fifteenth century married men, while several of the mediæval Head Masters of Winchester were laymen. The schoolmaster was not always in the best of company; for in 1467 Mr. William Salkeld, Schoolmaster of the Abbey, was surety with a grocer for Richard Salkeld, presumably a brother or other near relation, servant of Philip, Squire of the King's Household, for an assault on the servant of a Crown valet. In 1494 William Baker, "Scolemaister," was himself fined 3s. 4d. for an assault which drew blood from Thomas Kyrkeham—Kyrkeham being fined 1s. Such incidents, however, were not unknown; for the first we hear of the Grammar School Master at Ripon, in 1348, is his being indicted for felony, and Canons were not infrequently guilty of violent assault.

The number of boys can be deduced from the amount of cloth. There were 24 yards to the piece; 3 to 4 pieces was the number generally bought. At 4 yards a boy, this would make the number of boys vary from 18 to 24. This estimate from the Almoner's accounts is confirmed by other accounts. Thus, in 1373 the Treasurer of "Queen Eleanor's manors" paid to the boys' master and 13 boys 2s. 2d.; and in 1385 to the master 6d. and to each of 28 boys 2d.; while in the next year and in the two following years there were 22 boys. No other indication of numbers appears to be forthcoming.

In 1479-80 we suddenly come upon a totally new payment in the Almoner's accounts—which shows that here, as elsewhere, the school was no mere choristers' school, the choristers' master being distinct and inferior—among the "wages of servants," viz.: "Paid to William Cornysse for teaching the singing-boys for half a year, 6s. 8d." Next year the same entry appears, the sum paid being for the full year 13s. 4d. Yearly, to the Dissolution, the entry appears in the same terms, the name of the teacher only changing. He is never given the title of Schoolmaster or termed Master at all. On the other hand, soon after this, the entry of the payment to the Schoolmaster "for teaching the boys" is changed, first, by the addition of the words "of the Almonry" (*Elemosinarie*): and from 1510 onwards by calling them "grammar (*gramaticorum*) boys." In the year after the first payment is made to the teacher of the singing boys the Schoolmaster's salary is raised from 26s. 8d. to £2 a year. During the reign of Henry VIII. the entry as to cloth for the boys is enlarged by an extra sum of 30s. paid "to the Under-almoner for cloth for the singing-boys." It seems clear, therefore, that the singing-boys and the Song School were an addition to, and not a selection from, the ordinary Almonry boys and their Grammar School. The inferior position of these choristers and their master seems to be emphasized by the inclusion of his salary among servants' wages, while the payments to the Schoolmaster, the Grammar School Master, as we may now call him, were always included under the separate heading of "Necessary Expenses." The appearance of these singing-boys coincides with an increase of income derived from fourteen new houses built in Tothill Street, now Victoria Street, on the Almoner's ground, with money which appears in the Almoner's accounts, 1472-3, for the anniversary of Richard Harrowden,

late Abbot. They were probably due to a special bequest for that purpose under his will, and were a distinct foundation. The increase of the Schoolmaster's salary might be partly because of his having to teach these additional boys grammar.

The small sum for cloth and for teaching them points to a small number, and we may fairly conclude, from analogy, that they were not more than half a dozen in all. This is borne out by a recent find of Dr. Scott, under the year 1536, of "delivered 6 peyer of showes unto the chylidryn of the Syngging Scole." At the same time two pairs of shoes only were delivered to the children of "the Gramer Scole"; but others were soled.

Analogy suggests that the Almonry School itself was a mere charity school. At Canterbury, where the Almonry foundation, with a separate chapel and chapel clerks and boys, dates from 1319, the Almonry boys were definitely used as servants for the monks in the Infirmary. The same was the case at Durham, where when a monk died Almonry boys had to sit round his corpse all night. At Winchester Cathedral the Almonry boys were also apparently "children of the chapel," the Lady Chapel. We can hardly doubt that these Westminster Almonry boys were in like case; and, as the Winchester College choristers waited on the scholars, so did these Westminster boys on the monks.

Westminsters must therefore make their choice whether, with a view to antiquity, they affiliate historically the present Grammar School of the College of St. Peter, Westminster, to the Almonry or Charity Grammar School of 1354, or whether they will be content with the more modern, if more august and strictly legal, pedigree of Queen Elizabeth's restoration in 1560 of her father's foundation of 1540 of a school for forty free scholars and as many others as choose to pay, on the model of the York Cathedral Grammar School and the Collegiate Grammar Schools of Winchester and Eton.

A. F. LEACH.

THE HEAD MASTERS' CONFERENCE.

THE Annual Conference was held at Christ's Hospital, Horsham, on Thursday, December 22, and Friday, December 23.

In consequence of the fog, the London train by which most visitors arrived was more than an hour late, and the first sitting had to be postponed till 3 o'clock. At Horsham there was only a slight haze, and the trees on either side the line glistened with a crusting of hoar frost. Among those present were Rev. T. Layng (Abingdon), Mr. King (Bedford), Rev. A. F. Titherington (Brighton), Dr. Rouse (Cambridge), Dr. Rendall (Charterhouse), Rev. R. Waterfield (Cheltenham College), Dr. Flecker (Dean Close, Cheltenham), Rev. R. D. Swallow (Chigwell), Rev. C. R. Gilbert (Coventry), Rev. J. M. Dove (Denstone), Rev. W. C. Compton (Dover), Rev. A. E. Hillard (Durham), Rev. T. N. H. Smith-Pearse (Epsom), Rev. H. A. Dalton (Felsted), Mr. W. W. Vaughan (Giggleswick), Rev. A. N. F. Hyslop (Glenalmond), Rev. W. C. Penney (Guernsey), Canon Lyttelton (Haileybury), Rev. A. F. Rutty (Leatherhead), Mr. Rushbrooke (St. Olave's), Dr. Gow (Westminster), Mr. Fletcher (Marlborough), Rev. W. C. Eppstein (Reading), Dr. Field (Radley), Dr. James (Rugby), Rev. H. W. Moss (Shrewsbury), Rev. H. A. P. Sawyer (St. Bees), Rev. A. C. Tancock (Tonbridge).

The CHAIRMAN, in welcoming the Conference, apologized for the weather, which had not only reduced the numbers attending, but threatened to prevent those present from seeing the site which formed half the attraction of their new home. He had desired to show them an ancient school refounded with every equipment that modern ingenuity could suggest. It had been described as "an arrogant red-brick town which the fastidiously urban shade of Charles Lamb could surely never visit." Time would tone down their crudity, but he hoped that even now his visitors would not endorse this aspersion.

Pupil-Teachers in Secondary Schools.

In the absence of Mr. Keeling through indisposition, the third resolution on the agenda was taken first. Mr. SAWYER (St. Bees) moved:

- "(1) That this Conference pledges itself to support the Education Authority in its policy of sending intending elementary teachers to secondary schools in lieu of pupil-teacher centres.
- (2) That a Committee be appointed to consider the question in its application to the schools represented on this Conference."

It was a question not only affecting the schools of Conference head masters, but of national importance. All would approve the principle

underlying the Regulations of the Board of Education—that those about to teach in primary schools should have a chance of sharing the life of a secondary school and catching something of the public-school spirit. It was an attempt on the part of the Board to bridge over the gulf fixed at present between primary and secondary education. But there were serious difficulties in the way of applying the scheme to the schools they represented. It was impossible for boarding schools to have boys sent to them at sixteen, working as a class apart, and, even if possible, it would be socially most undesirable. Two points seemed to him essential. Intending secondary teachers must come to them young, at twelve or thirteen—this could be easily effected by means of scholarships; and, secondly, they must receive the same education as boys intended for other professions.

Mr. TITHERINGTON (Brighton College) seconded.

Mr. SWALLOW (Chigwell) moved, as an amendment, to read after the first line: "shall receive a substantial portion of their education in secondary schools, and that as many recruits as possible for teacher-ships in elementary schools should be obtained from the ranks of ordinary pupils in secondary schools." Pupil-teacher centres were merely tolerated till Mr. Morant's scheme should come into full operation. As to the proposed addition to the resolution, they did not want merely to receive pupils sent to them by the different Local Authorities earmarked from the first as pupil-teachers, but to be able to select from their regular pupils those best qualified for this branch of the profession. All who had observed the teaching in elementary schools and compared it with their own must have recognized that there was something lacking—solidarity, enthusiasm for the corporate body—in a word, character. If they were to do any real good in the training of teachers, they must stir up a desire among their own pupils to become primary teachers. To do this, and to be able to persuade parents to give their consent, the pay of teachers must be raised. He thought it would be quite possible, even in small boarding schools like his own, to work the half-time system.

Mr. LAYNG (Abingdon) seconded the amendment.

Mr. SAWYER accepted the amendment in lieu of his resolution, which was carried as a substantive resolution.

Secondary School Certificates.

In the absence of Mr. Keeling, Dr. FLECKER (Dean Close School, Cheltenham) moved the first resolution, with an addition:

- "(1) That this Conference approves in general of the proposed scheme for (secondary) school certificates, but is of opinion that, in order to make the certificates more uniform and authoritative, the ultimate responsibility of examination and award should rest with a central and thoroughly representative council. And (2) that the utility of the scheme will be considerably impaired if the various professional bodies at present holding preliminary examinations do not consent either to alter or abandon their examinations or to modify their schemes of recognized 'equivalents.'"

He recalled the action of the Head Masters' Conference in 1890, protesting against separate professional examinations which had led up to the scheme of the Consultative Committee. In small schools the evil was serious. Boys were withdrawn from their ordinary form work and compelled to read special books. They wanted a reduction in the number of examinations, and, unless he was assured that the new examination would supersede the others, he should not support the scheme. It was only a general approval that was asked for, and there were many details in the scheme which needed amendment. Some of them had been pointed out in Mr. Gilson's report to the I.A.H.M. The relations between the masters of a school and the external examiner were complicated and unworkable. Again, the results, put in the hands of head masters, should simplify, and not, as under proposed conditions, complicate, internal examinations: they must be such as to enable them to award prizes and determine promotions. The proposal that no school should be examined till it had been inspected was partly reasonable and partly unreasonable. It was reasonable to ascertain that the curriculum and teaching of a school were sound; it was unreasonable to refuse a candidate for a certificate because the drains in his house were defective. Again, there was the danger of a system of rival leaving certificates. The Joint Board had already brought out one of its own.

Dr. HOUGHTON (St. Edmund's School, Canterbury) moved as an amendment: "That this Conference expresses general approval of clauses 1 to 7 in the system of school certificates proposed by the Consultative Committee."

Mr. H. C. WATSON (Great Crosby) seconded the amendment.

Mr. SWALLOW thought the matter too important to be decided off-hand by the Conference. It ought to be referred to a Committee. The Committee of the I.A.H.M. had taken several prolonged meetings to arrive at their report.

Mr. MOSS (Shrewsbury) thought it a most invidious thing to ask masters of schools to report on their own pupils. Members of Conference had not come prepared to discuss the several clauses of the scheme.

Mr. DOVE (Denstone) desired that the attention of the Committee

should be directed to a grievance acutely felt by his colleagues in the Midlands. County Councils seemed bent on starting schools of their own for the training of pupil-teachers which were likely to cripple and eventually kill existing secondary schools. There was in consequence a vast waste of effort, and, to judge from one instance within his knowledge, these new County Council schools were nothing but primary schools writ large.

The CHAIRMAN said that the authorities of Christ's Hospital had already done what they could to meet the wishes of the West Sussex County Council. By attending for two years one of the endowed schools which was recognized as the channel of entrance to Christ's Hospital, County Council scholars could be admitted to the foundation. He agreed with Mr. Swallow that for the improvement of elementary teachers there must be a downward action. He had induced two of his Canterbury boys to become elementary teachers, and two of his present pupils were intending to do the same.

Mr. Swallow's amendment was then carried.

On the second half of Mr. Sawyer's resolution, objection was taken to referring the matter to one of the standing Committees. Mr. SWALLOW said that there were Committees which never met. He had for five years had the honour of being a member of the Parliamentary Committee, but during that time he had never been summoned, though some not unimportant educational measures had meanwhile been passed. The form eventually agreed upon was:—"That the matter be referred to the Committee of the Conference with a request that they will act promptly in the matter."

A rider moved by Dr. RENDALL, urging the necessity of recognizing the years spent in preparatory schools as part of the period required as a condition for the Lower Certificate, was rejected.

A second rider, moved by Mr. MOSS, instructing the Committee to obtain in writing the opinion of every member of the Conference upon the points raised by the Scheme, was carried.

Cadet Corps.

After the meeting for private business, the second resolution was moved by Mr. WATERFIELD:

"That it is desirable to consider the advisability and the feasibility of making membership of the cadet corps compulsory on boys at the public schools, and of making common cause for the promotion of that object."

Mr. Waterfield recalled the remarkable vote of the Conference in 1900, when, on the motion of Dr. Warre, it was carried by 82 out of 93 present that compulsory military training ought to be insisted on in public schools for all capable of bearing arms over the age of fifteen. It was no good looking for Government support to help them to carry out this resolution. The present Secretary for War would return the same *non possumus* answer as his predecessor. He would meet categorically the three objections likely to be raised. (1) "It was the thin end of the wedge of conscription." In his view cadet corps were the best prophylactic against conscription. (2) Quakers and the Peace Party would protest against the encouragement of militarism. But we had to be practical people as well as Christian people. (3) "It would be a burdensome addition to school expenses." There were already compulsory subscriptions to games in nearly all schools, and he reckoned that on a basis of five hundred boys the additional expense entailed, exclusive of the initial cost of uniform, need not amount to more than a guinea a year. The time must be taken out of play hours, and in the opinion of his staff cricket and football would not suffer. His Council at Cheltenham had asked him to drop the proposal on the ground that it was too dangerous an experiment. That showed the need for common action.

Mr. COMPTON seconded. At Dover he had solved the question with a corps of about a hundred and twenty boys. New boys on entering were put to learn drill, and they were keen enough to be promoted to the cadet corps. Their subscription was 10s. a term.

SECOND DAY.

The Rev. C. EPPSTEIN (Reading), continuing the debate, urged the increasing needs of the Empire. Public opinion was not ripe for conscription, and the only alternative was to instil into the mind of every citizen from his youth up that it was his duty to do something for the defence of that Empire. This granted, a cadet corps should not be voluntary; it should not be dependent on the popularity of the officer for the time being. Before turning his corps into a compulsory one he took the advice of other masters. They all said: "Go on and prosper. A most interesting experiment: if it succeeds, we will follow our leader." It had succeeded. He had found no difficulty with either parents or boys, and the sergeant-major told him that it was now much easier to maintain discipline.

A letter was read from Mr. BARBER (Leys School, Cambridge) deprecating compulsion. Such a measure would exclude from school life the sons of Quakers and all who, however mistakenly, objected to war under any condition. He limited the numbers of his cadet corps to about half the school, and admission to it was regarded as a distinction.

Mr. KING (Bedford) moved that for "membership of the cadet corps" should be read: "drill and training in the use of arms."

Dr. RENDALL strongly opposed compulsion. The expenses of a cadet, including uniform, field days, &c., could not be put at less than £3 a year. In a large school it was not easy to provide accommodation for shooting. At Charterhouse they had difficulty in arranging for two hundred and fifty boys. For national defence we must look not to cadet corps, but to Volunteers, and there was a danger if there was compulsion at schools of creating an actual dislike of Volunteering.

The amendment, seconded by Mr. SWALLOW, was carried.

Mr. DOVE (Denstone) moved to substitute for "compulsory on boys," "an essential part of the education of as many boys as possible." Military training consisted of drill, manœuvring, and the use of arms. Drill could form part of the gymnasium instruction; manœuvres would be practised by the rifle corps as at present constituted; but the use of arms should form part of the regular school instruction, just like English or science.

Mr. SWALLOW said his school rifle corps cost only half the sum named by Dr. Rendall. If they made military drill compulsory, boys would voluntarily join the rifle corps. He warned the Conference that they would get no sympathy whatever from the War Office. Mr. Gull's Committee had had an interview with Mr. Forster, and received no encouragement. But their righteous demand, if pressed, would lead, if anything would, to the abandonment of office by the present Government.

Mr. ROUSE had found the War Office squeezable. It had sanctioned a uniform which cost only 25s. and could be used in civil life.

Mr. PENNEY had got from the War Office all he wanted. Their cadet corps in Guernsey was run at the cost of £1 a year, inclusive of uniform.

Mr. Dove's amendment was lost; and Mr. King's amendment was carried with three dissentients.

Compulsory Greek.

Mr. LYTTETLTON, in opening a discussion on the Report of the Cambridge Syndicate, moved:—

"That, without committing itself to details, the Conference generally disapproves of the Cambridge Syndicate's Report with regard to Greek in the Previous Examination."

He explained the difference between the Oxford and the Cambridge proposals. There was a time when, from his experience of the profitlessness of Greek in the case of a number of boys who were learning it at school, he was prepared to shout with the loudest in favour of some relaxation, but he did not then know how far this relaxation would go, nor what substitute would be proposed. The Syndicate laid down that the alternative should be of a literary or linguistic character. He strongly dissented from that view. The boys who failed to profit by Greek were those whose linguistic capacity was almost nil, and they would show the same incapacity of learning a modern language. As soon as they came to the difficult parts of French and German, the same results might ensue. Conversational French was not the same study. If these intellects were to be developed, it must be by some other instrument than linguistic study. A boy who could not do Greek should do science or handicraft. Again, it had not been shown during the last fourteen years that any appreciable number of boys had been excluded by compulsory Greek. He had not known a single such case at Haileybury. He should like to know how many of his opponents had taught the "Phædo" of Plato to a Sixth Form, or the twenty-first book of the "Odyssey" to any form. Those who had not were no competent judges of the question.

Mr. MOSS seconded.

Mr. COMPTON (Dover) had voted against the Oxford resolutions. Greek was no burden. A boy in his Army class who passed for Sandhurst, and was then rejected on grounds of health, went up to Cambridge and had passed the Preliminary by devoting half a term to Greek.

Dr. JAMES said that the dropping of Greek in preparatory schools was going on with alarming rapidity. At Rugby he had had to take away one class from the Classical and to make a new class on the Modern Side. If at this stage we found these tendencies at work, what were we to expect when the Cambridge proposals were carried? In twenty years Greek would have practically disappeared from our schools. As a schoolmaster he was bound to oppose tooth and nail the Cambridge, and in a less degree the Oxford, proposals.

Mr. W. W. VAUGHAN (Giggleswick) had satisfied Mr. Lyttelton's test, and yet ventured to think that the Conference would do very unwisely in passing the resolution without further discussion. He grieved over the time wasted during their last year at school by science boys in learning Greek, from which they got no good. If the alternative were permitted, they might learn something of Greek literature, of which they now learned nothing, and of English literature too. Most people knew more of Hebrew than of Greek literature, though Hebrew was not taught in schools.

Dr. ROUSE said that, though his school was in a University town, he found it hard to resist the pressure of parents to obtain for their sons an exemption from Greek. The relief was claimed for the sake of a

few intellectual cripples. The proposals of the Syndicate seemed to be liberal and progressive, but they were a complete sham.

Mr. PENNEY suggested that, after all, the British parent might have some *modicum* of sense at the back of his head; that it was not illiberal and unprogressive to hold that in our crowded time-tables there was not room for a double dose of antiquity. Was there time for Greek as well as Latin in the case of the ordinary boy? To take Greek and Latin was to specialize in language more than was advisable except in the case of a select few.

Mr. MOSS said that the carrying of the Syndicate's Report was tantamount not only to the extinction of Greek within twenty years, but also to the great deterioration of Latin.

Mr. C. K. GILBERT (Coventry) said that Greek was declining as a school study, and would continue to decline whatever the Universities might resolve. The sense of the country was that it should be made a special study. He was sorry that the Conference seemed disposed to stamp on the Cambridge proposals. He wished something to be done for the sake of the boys.

The motion was carried by 21 votes to 8.

Latin in Army Examinations.

The Rev. H. A. DALTON (Felsted) moved:

"That this Conference hopes that the scheme or qualifying certificates in the examinations for Woolwich and Sandhurst will be so amended as to encourage the study of Latin."

He was sorry that the Rev. M. G. Glazebrook was not present to bring the matter up, as he had discussed the subject in the *Times* some months ago. He hoped that he would have the assent of every member of the Conference to the resolution. A training at least in Latin, if not in Greek, was an essential part of a really liberal education, because it constituted the link between the modern and the ancient world, and it was unrivalled as a means of training in accurate thinking. Many members of the Conference might think that at the best the resolution was merely a pious opinion, and that they need not take any action in the matter, but, if the military authorities were presented not only with a very strong condemnation of the final examination, but also with the unanimous vote of the Head Masters' Conference against the action which had been taken in regard to Latin, he thought they would secure some change. There did not seem to be any difficulty in changing Army examinations at intervals of six months, and he thought the authorities might be persuaded to do that. Candidates for the Army were not particularly strong. They would choose the easiest subjects for obtaining marks, and in the course of time all Army boys would be found taking Science and French or German. He thought that all boys who went in for the qualifying certificate for the Army, or any certificate which corresponded to that, should be required to take two languages, one of which at least should be ancient. He thought that would satisfy all requirements.

Dr. G. RENDALL (Charterhouse), in seconding the motion, said that an appendix to the report of the Committee of the Head Masters' Conference pointed out some of the most salient objections to the scheme of certificates which had been somewhat hurriedly thrust upon the schools by the War Office. He felt that the method in which it had been thrust upon them was quite deplorable. It was an instance of irresponsible action which was still permissible in the field of education. Quite suddenly, without warning, without authority, without consultation with any of the Educational Authorities in the country, whether the Board of Education or otherwise, a small and irresponsible, because unstable, committee of the War Office had put forward a scheme of qualifying and competitive examinations which necessarily affected the studies of the schools at large, and to a much greater extent than they suspected. And that was done by a small changing committee, who had no practical acquaintance with the operations of schools, or with their curricula, which would isolate candidates for the Army from the candidates for other professions and other walks in life. A really most exasperating inconvenience would be experienced when one had to draw up a time-table which would satisfy the demands of that particular scheme and also the demands of a general education. It was not possible that Army candidates should be isolated from other schoolboys who were going forward to the University or to other professions, and yet the appendix showed that that was the practical effect of the examination.

The resolution was carried *nem. con.*

On the motion of Mr. H. A. DALTON (Felsted), seconded by Mr. WATERFIELD (Cheltenham), a rider was agreed to: "That the Committee be requested to make a strong representation to the War Office on the subject."

English Literature.

Mr. COMPTON (Dover) moved, and Mr. GILBERT (Coventry) seconded, the following motion:—

"That the Committee be asked to consider the syllabus issued by the Board of Education on the teaching of English literature and to include their recommendations in the annual report."

Mr. Compton said that it was not necessary for the circumstances to be explained; all they wanted was advice and instruction, through the

Committee, after due deliberation, as to what was the best way of putting into effect some scheme, whether that of the Board of Education or otherwise, for meeting the requirements of the schools in the direction of the study of English literature.

The resolution was agreed to.

Bisley.

Dr. G. RENDALL, in the absence of Dr. Burge, in whose name the resolution stood upon the agenda, moved:

"That the members of this Conference accept and undertake to carry out the principle of not allowing their boys to practise at Bisley except on one day previous to the competition for the Ashburton Shield."

Dr. C. C. TANCOCK (Tonbridge) seconded the motion.

Dr. GOW (Westminster) pointed out that it was impossible that his school should carry out the resolution, because the ranges round London were gradually getting closed, and those which existed were so crowded that they could not get in. Therefore, Westminster School was obliged to practise at Bisley.

Mr. HYSLOP (Glenalmond) pointed out that the Scotch schools would also be placed under a great difficulty if the motion were passed, and it would act most unjustly towards them.

Mr. SWALLOW moved the previous question. It was a matter of good taste that could not be dealt with by resolution.

Mr. LYTTETON seconded, and the motion was carried.

A vote of thanks to the Chairman, moved by the Rev. the Hon. E. LYTTETON, and seconded by the Rev. H. W. MOSS (Shrewsbury), was carried by acclamation, and Mr. ANDRADE returned thanks on behalf of the Assistant Masters.

In the course of the proceedings it was announced that the members elected to fill vacancies on the Committee were Mr. Fletcher, Mr. Moss, and Mr. Upcott.

COLONIAL AND FOREIGN NOTES.

FRANCE.

Nearly ninety-two years of age, M. Henri Alexandre Wallon died on November 13. Playfully called the "Father of the Constitution"—for it was his action in 1875 that determined the form of the present *régime*—

he was notable in the later stages of his career chiefly as Senator and politician. But he was also a historian and the perpetual Secretary of the Academy of Inscriptions, and his connexion with education was such that he is aptly described as the *doyen* of French teachers. From 1831 to 1834 a pupil of the Ecole Normale, he applied himself to teaching as to the work of his life. He taught history in the Collège Rollin, became *maître de conférences* at the Ecole Normale, acted as Guizot's deputy at the Sorbonne, and even served for a year (1875-6) as Minister of Public Instruction. A treatise on education that he wrote in 1848 is characterized by the dedication, which was to Pio Nono. But his strong clerical tendencies were controlled by natural benevolence, and, as Minister, he initiated several just and useful measures, creating new chairs and raising the number of *agrégés* in Science and Letters. Of his publications, studies of Jeanne d'Arc and of the English King Richard the Second are less well known than the copious "Histoire de l'Esclavage dans l'Antiquité," in which he ascribes to Christianity the greatest share in the abolition of slavery. The dead scholar's life, conspicuous in France, will appear peculiarly enviable to many English teachers—forty years of teaching crowned by Ministerial office and still thirty years to live in library or Senate.

The meeting of the Ligue de l'Enseignement, one of the chief events of the year for those who are concerned with primary education in France, was held in 1903 at Amiens, and was the occasion of many interesting discussions. Among the most noticeable may be

signalized that which arose about what is called in Michelet's formula "education by *fêtes*." Commemorative celebrations, at which children and their relatives gather, are becoming more frequent and more numerous attended; it is desired to render them also more useful. The Ligue addressed to the 3,300 societies affiliated to it the expression of a wish that such celebrations should assume as educative a character as possible; that they should be animated by a republican spirit; that they should commemorate the decisive events of history or keep alive the memory of the great servants of France and humanity; and that those who organize them should study carefully the literary and artistic devices most likely to bring out the meaning of the several commemorations. But no less interest was kindled by a debate on the inculcation of pacific ideas. These, said the Leaguists, are not incompatible with the most ardent patriotism; "a confidence in the possibility of settling international differences by means of a respect for right and without appeal to force, far from weakening the notion

of a fatherland, does but strengthen, elevate, and purify it alike in the individual and in the public consciousness." A third topic discussed possesses a growing importance for every civilized country. Apprenticeship in manual trades is dying out. Where it continues, the work of the apprentice is being reduced by the improvement of machinery to a mechanical discharge of petty offices. Whilst education seeks to make of him a *living intelligence*, the tendency of progress in the material world is to transmute him too into a dead machine. The Congress seemed to discern a remedy for the evil in the organization of some form of compulsory professional training for both sexes, the State undertaking to train the hands, as well as to quicken the minds, of the young. Economic as well as other difficulties might bring the scheme to nought. Upon the subject of school attendance the Ligue is not convinced that the legal obligation to send children to school has ever been converted into a reality. Nor has it in England. As to the teaching of morality, France has diverged so far from us that it would profit but little to examine the conclusions reached at Amiens. We report the general proposition of the French schoolmen simply to show their point of view. "Morality is the product of human evolution. By its methodical development it becomes more and more scientific. It is not connected with religion. It has a purely human object, which is to govern the relations of men and peoples according to the laws of reason and the dictates of science."

The statute (of 28th March, 1882) on which compulsory education depends lays down that children of either sex must attend school from the completion of the sixth to the completion of the thirteenth year. Some have

Abnormal Children.

escaped the meshes of the law; to others it has never been applied, because it is not applicable. The latter class consists of children intellectually, morally, or physically abnormal, who would be a disturbing or pernicious element in a class-room. Yet to these, too, the State owes a duty—the performance of which it has left hitherto mainly to private benevolence. Only for the deaf and dumb and for the blind has it made some scanty provision. After extensive inquiries at home and abroad M. Chaumié has recognized the facts of the situation and appointed a committee of experts to study the whole question.

Meanwhile another committee, appointed last year, has presented to him the result of its deliberations. It is that which was charged to consider what simplifications might fitly be introduced into French orthography. We

Spelling Reform.

deal with the matter because we believe that reform is actually impending; that it is not, as in England and America, merely a pious hope. An ideal orthography, say the learned commissioners, would employ one sign for one sound, the number of signs being exactly equal to the number of sounds. But this would involve a reconstitution of the French alphabet, and so vast a labour did not lie within the province of the committee. Its work was to suggest practicable and simple changes. Wherever several ways of representing a sound had been used it had to select the best and apply it as widely as possible. Nor has it found itself able to pursue this limited aim with logical consistency; thus it has allowed the two groups in *an* and *en* to remain, although in pronunciation the first has entirely absorbed the second. Nevertheless its recommendations are drastic enough. We give some of the chief of them in a condensed form.

A. As to diacritical marks:—The grave accent should be discarded when it is useless, as in *déjà*, and when it only serves to distinguish words, as in *à*, *là*, and *où*; on the other hand, acute and grave should be used more consistently in marking the *timbre* of the vowel *e*—e.g., *événement* being written, not *evénement*, and for the futures of *céder*, *compléter*, and *régler* the forms *cèderai*, *complèterai*, and *règlerai*. A circumflex accent should not be retained when it only indicates the suppression of a vowel or consonant: we should write *du*, *assidument*, *île*, *maître*; not *dû*, *assidûment*, *île*, *maître*. Dieresis placed on a vowel to show that it does not make a diphthong with a preceding vowel is to be kept (e.g., in *hair* and *Saül*); but not on an *e* whose sound is shown sufficiently by the consonant that follows (*Noël*, not *Noël*). It is to be kept, too, on the semivowel *i* (*aïeul*, *baïonnette*, *païen*); and analogously we should write *baïadère*, *caïer*, and *maïonnaise* for *bayadère*, *cahier*, *mayonnaise*.

B. As to vowels:—For *femme* it is proposed to put *fame*. The combination *ien*, representing two pronunciations—it is to be retained in *chien*, *bien*, *chrétien*, &c.; but in *client*, *orient*, &c., *-ient* should be replaced by *-iant*. *Faon*, *paon*, *taon* should become *fan*, *pan*, *tan*. The various modes of writing the sound *eu* (*eu*, *œu*, *œ*, *ue*) can hardly be reconciled, owing to the fact that the consonants *c* and *g* have different pronunciations according to the vowel that follows them; but we may at least set *neu*, *seur*, *veu* for *neud*, *sœur*, *varu*. In the forms of *avoir* where *eu* represents a simple *u*, the latter should be substituted: *u* (participle), *us* (preterite), *usse* (imperfect subjunctive).

C. As to consonants:—All parasitical consonants—that is, consonants having no phonetic value, but used to point out a real or supposed etymology—are to be banished; so that for *corps*, *lacs*, *nid*, *doigt*, *poids*, *puits*, *sept*, *vingt* we should write *cors*, *las*, *ni*, *doil*, *pois*,

puis, *set*, *vingt*; the disappearance of *p* from *dompter*, *prompt*, and *temps* would lead to *donter*, *pront*, and *tens*, the old orthography. *Ll*, *rr*, *mm*, *nn*, *tt*, *pp*, *ff* coming before an *e* mute are to be represented by a single instead of the double consonant, except *ll* when it marks the *mouillure*. Double consonants before a sounded vowel should be kept when the pronunciation requires it—in *allocation*, *illuminer*, *belliqueux*, *courrais*, *irrationnel*, *commémorer*, *innocent*; but not in *allouer*, *coroder*, *acomoder*, *anniversaire* (for *allouer*, *corroder*, *accomoder*, *anniversaire*). *G* palatal, it is recommended, should always be written *j*: *manjer*, *manjons*, *obliger*, &c. *X* is to be abolished as a representative of the hard and the soft sibilant; in the former case *ss* is to be written for it (*soissante* for *soixante*). For the soft sibilant the universal employment of *z* is proposed (*case*, *extase*, *chaize*, &c.). In regard to the final sibilant, whilst *s* is kept in the second person plural (*chantes*, *chanties*), *z* should be put for *x* in *six*, *prix*, *croix*, and in the plurals of words in *-al*, *-ail*, *-au*, *-eau*, *-el*, *-eu*, and *-ou*.

D. As to scientific words derived from the Greek:—*I*, *t*, *f*, *r* are recommended as constant substitutes for *y*, *th*, *ph*, *rh*.

Even this partial harmonizing of spelling with pronunciation, if it be carried into effect, will prove an immense gain for teachers of French. But we are over-running our space. We conclude by calling attention to the continuous growth of secondary educational establishments in France. In boys' schools, according to the figures collected at the reopening, the gain has been 1,783 pupils; in *lycées*, 1,215; and in *collèges*, 568. In girls' schools there has been an increment of 3,840.

UNITED STATES.

We have often protested in this column against the treatment of truancy as a crime, and against all acts that tend to confound a school with a jail in the mind of the child. America furnishes us with a case that will drive home what we have said. At Vineland, New Jersey, a boy of thirteen, named Morris Mitnes, refused to go to school. Being arrested by a truant officer, he pleaded guilty, and was confined in the County jail until the Court competent to deal with him should meet. Among the inmates of the prison were two murderers and two women of bad character. The lad of thirteen, for disliking, perhaps not without cause, his school, was put in the same cell as a man who has since confessed that he murdered his wife. Popular indignation brought about his release under recognizances. But there is something wrong with the law in New Jersey, or with the spirit in which it is administered.

School clubs in which the older boys ape the customs of University students are common in Germany, and not unknown in America. A striking proof of their existence is reported from Chicago, where the Fraternities in the High School have declined to acquiesce in the order of the Board of Education bidding them suspend their activity. The boys actually got lawyers to represent them before the Courts, and Judge Hanecy has granted an injunction which forbids the Board to interfere with the Fraternities in any way. An appeal to the Supreme Court is to be made; but for the present youth is triumphant. School organizations and riotous politicians at Universities are two forms of evil from which education in England is happily free.

For those who still fear that we are being outstripped by the United States we reproduce the argument of the *Western Journal of Education* to the contrary. The best proof of a low standard of education in any State is the presence there of a large number of physicians and lawyers; for their business is to redress the wrongs and cure the diseases that education would prevent. Now a recent study shows that the United States has twice as many doctors in proportion to population as Great Britain, and four times as many as Germany; while of lawyers probably no country in the world boasts so abundant a supply. The inference is as obvious as it is flattering to ourselves and to Germany. It were sad to think, however, that teachers are labouring to exterminate two great professions. Yet haply there are ills for which learning is no remedy.

WESTERN AUSTRALIA.

The Report for 1903 of the Minister of Education shows a considerable addition to the number of children in the schools, the average enrolment being 24,532, as against 22,605 in 1902. The average attendance has also improved, being nearly 83 per cent. of the average enrolment—a result highly satisfactory when the climatic conditions and the distances that frequently have to be travelled are taken into account. As life on the goldfields becomes more settled, a greater desire to send the children to school becomes apparent; but everywhere boys, and still more, girls, are removed at too early an age. The growth of

(Continued on page 82.)

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sporadic agricultural settlement causes an increase in the number of small schools, the Education Department endeavouring to provide school facilities wherever an average attendance of ten can be secured. This liberal policy naturally involves a large expenditure. The average salary of head teachers is now £172. 18s. 1d.; that of assistants is £131. 2s. 3d.; but "the salaries of the lower branches of the service still compare unfavourably with mechanics' wages."

Perhaps the most striking part of the Report is that which dwells on the necessity of employing well-trained and competent teachers, the lack of them being a source of constant anxiety and difficulty. The Department, clearly not enamoured of the pupil-teacher system, can only strive to make the best of it. We quote the statement of what is being done to relieve "monitors," and convert them into efficient teachers:—"Towards the end of 1903 central classes were established for the monitors in Perth and Fremantle. In future monitors in other parts of the State will be taught by correspondence with the instructors of these classes. The junior monitors, aged generally from fourteen to sixteen, will only be employed in the schools for four half-days each week, the rest of the time being devoted to their own education. Senior monitors will be employed in the schools for six half-days in each week. By means of a supplement to the *Education Circular*, the full programme of work for each month, with instructions and notes, is forwarded to every monitor in the State. This provision being made for the education of the monitors, they will need less elementary work when they enter the training college. The age of admission has therefore been raised, and the course shortened from three years to two. A larger number of trained teachers will be produced, and the college course can be more exclusively devoted to professional training. A practising school attached to the college thus becomes a more urgent necessity than ever, and it is hoped that this will be provided during the coming year. The college is doing good work, and the number of students is now larger than at any previous time."

VICTORIA.

A series of events, some humorous and some deadly serious, have combined to rescue Melbourne University from its financial and administrative troubles. The Victorian Government, convinced that the University managers are really about to mend their ways and bring *alma mater* into touch with the young colonial who has to make his way in the world, has undertaken to increase the endowment from £10,000 to £20,000 a year, and has allotted £12,000 for new laboratories and equipment on condition that private benevolence raises another £12,000. This decision has put new energy into the University, and has started an appeal which in a few days secured donations exceeding £3,000. There ought to be little difficulty in raising the remaining £9,000. The total private endowment of Melbourne University is only £90,000, yielding an income of about £3,000, whereas Sydney University has an endowment of £421,000, yielding £15,300 a year.

The price the University has to pay for further State subventions is a heavy one. It has to admit students to courses for diplomas in Mining and Agriculture without full matriculation; it has to take without fee at least eighty students from State schools in order that the sons of penniless democracy may compete on level terms with the sons of squatocracy and the Stock Exchange. And, finally, it has to accept a new constitution which secures to the State Government three representatives on the governing body (the Council) and places the selection of the remaining members in the hands of the University Senate.

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OCCASIONAL NOTES.

THE Incorporated Association of Head Masters mean business, and are not content, like their elder brethren, to shelve every question by referring it to a committee.

The I.A.H.M.
Meeting.

Points for discussion are carefully sifted and considered beforehand, and the increasing bulk of the annual report shows multifarious activity throughout the year. To our minds the most important issue before them this year was the examination scheme of the Consultative Committee. The principle of a central representative Board of Control was, we are glad to see, approved; but we regret that, in spite of Mr. Wells's protest, the wisdom of Polonius and the catchword "not to brand your own herrings" prevailed. The attitude of the Conference towards pupil-teachers was liberal and democratic in the best sense of the word, and the suggestion that masters should endeavour to enlist elementary teachers among their own pupils is most valuable. The resolution on Greek was, on the other hand, disappointing. The Conference is already committed to the rejected Oxford proposals, that candidates for Honours in Science and Mathematics should be excused Greek, but the compromise that the moderns should be offered a new degree, equivalent in all respects to the old, seems to us illusory. Historically "Arts" includes Mathematics and Science no less than Language and Literature. If the offer is *bona fide*, let the classicists leave the old degree to the moderns, and content themselves with B.Q. (*quadrivii*) or any other letters they may prefer.

WE must wait at least another month for the annual report of the Registration Council; but there is one point on which we may invite a preliminary discussion.

Let us assume that Column A, which has never come into existence, is abolished, and ask what should be the minimum qualification for the registered teacher. As to training and experience, there is not likely to be much dispute; but are we to insist on the academic qualifications at present imposed by the permanent Regulations? In this case we should exclude for many years to come at the least half of the acting secondary teachers, and virtually for all time, perhaps, the most capable section of the profession—kindergarten teachers. This seems to us a *reductio ad absurdum* of a Register, and the alternative remains—either to divide Column B into two parts: teachers with and without a University degree; or to form a single Register with a low academic qualification, on the ground that different ranks will be sufficiently discriminated by the particulars entered against each name. The precedent of the Medical Register is in favour of the latter alternative; but, for the present, we leave it an open question.

PROF. RAY LANKESTER'S letter of January 4 to the *Times* has proved a godsend to the classical head masters, who, to borrow a Platonic simile, have mouthed it like puppies. Prof. Lankester was ever a fighter: he is always dragging his coat-tails, and still has a boyish delight in "getting a rise." But, to take all his provocation seriously, as did Mr. Moss, shows a lack of humour, and his main argument, when stripped of personalities, seems to us irrefutable. The classics have for generations enjoyed an undisturbed monopoly in our public schools, and this monopoly is on the verge of extinction. The rudiments of Greek, which is all they have hitherto taught to three-fourths of their pupils, cannot be reckoned as an initiation into Greek literature, history, and art. In a second letter, Prof. Lankester shows that the amenities of controversy are not confined to one side. Nothing could be happier than his reference to Dr. James on the golf links as a sufficient refutation of his alleged aspersions on head masters for laziness.

ONE of the most noteworthy events of the month was the announcement that the Board of Education had decided to permit the municipalization of the most important of the secondary schools of Reading. If the scheme is carried out, Reading School will be the first public school to be controlled by the public as represented by a municipal body. The proposal is that one Sub-committee of the Education Committee shall manage all the schools. We have always held that there is room in this country for many different methods of management and control of secondary schools. The result of the Reading scheme will certainly be watched with great interest, and the policy of the new Authority on such questions as the tenure and salaries of assistant masters will be awaited with anxiety by masters throughout the country.

WE cannot congratulate Mr. Sydney James on his logic. In the *Times* of January 26 he argues thus:—"The united pressure of parents and boys is all in favour of useful and easy subjects (by a kind dispensation of Providence these are synonymous); and, unless the Universities throw their weight into the scale of the Head Masters, who count for least, "Greek will shortly be, as regards the number of learners, on a level with shorthand and below carpentry." Surely, if pushful parents and lazy schoolboys are the dominant factor

in determining subjects, classes in shorthand and carpentry should be the most, not the least, numerous. Further, Mr. James informs us that, of his 490 pupils at Malvern, there are only 12 (the science class) to whom Greek would be of no use. If this be so—if, as he contends, all but 2 per cent. of public-school boys ought to be taught Greek—his proposal to create a new degree for the benefit of these derelicts is either fatuous or ironical.

EVERY one, from Mr. Acland down to our office boy, is fully convinced of the necessity of further funds to maintain secondary education. The one obvious source of supplies that is at present barely tapped is the parent's purse—a source almost entirely neglected by Local Authorities. Last month we drew attention to the action of the Board in sanctioning fees of 30s. a year in the case of the New Mills Secondary School, with the intimation that the fees must be doubled at the end of the year. Even an annual fee of £3 seems to us unreasonably low. At Worcester the Victoria Institute Secondary School is charging a fee of 13s. a term, and the Board has desired that the fee should be raised to £3 per annum. We wish the Board would insist upon fees of £10. A few years ago £6 was looked upon as the lowest permissible sum. Now the Board seems to have made up its mind, under pressure from Local Authorities, to allow only half that sum to be charged, and we dare not venture to think what may be the result of further pressure. None who know *The Journal* will charge us with social exclusiveness when we say that, if the fees are not at least £6 per annum, the school ought to be made into a higher elementary school. The need of poor parents can be adequately met by scholarships.

THE Head Mistresses, bolder than their colleagues in boys' schools, issued a scheme of salaries on which we commented last month. It is a good and reasonable move to make. The Head Masters seem to doubt the expediency of saying how money which is not yet in the exchequer should be spent. It does not appear to be our part to tell the governors where to find the money: it is for head masters and head mistresses, who are the expert advisers of governing bodies, to give an opinion as to the reasonable minimum for which adequate service can be secured. The Head Masters have gone no further than to state that no qualified man should be appointed on less than £150. The Head Mistresses propose a minimum of £105 to £120 for the probationary year. The Assistant Mistresses are not quite content with this, and propose £120 as the minimum, rising by annual increments of £10 to £140, and subsequently by £5 a year up to £200 for graduates. The final maximum is sufficiently elastic—£300 or more. The figures are not unreasonable. But it is a pity they do not coincide entirely, as they do mostly, with the scale of the Head Mistresses. The suggestion has, of course, been made that women should receive equal salaries with men; but we are glad this view is not pressed. Although woman may do work of precisely equal value, economic conditions make it futile at present to expect equal payment.

THE President of the Board of Education has appointed Mr. T. S. Dymond to an Inspectorship under the Board, and to act as a special adviser in matters of rural education; of Nature study in public elementary schools; of agricultural instruction in evening schools; and of the advancement of technical education in rural districts. Thus runs

the official announcement, and we hope it means the gradual transference of the educational work of the Board of Agriculture to Mr. Morant and his staff. The Board of Agriculture has done excellent work in helping institutions and in encouraging localities. Its recently published report shows that nearly £10,000 has been spent during the year in aid of various colleges. A section of the report is devoted to education in rural districts, and a return is given of the agricultural work of the County Education Authorities. Mr. Dymond has had already a wide experience in matters of agricultural education, and it is likely that he will be able to do a very useful work at the Board of Education. We have had inquiries and Nature-study exhibitions in plenty. We now want the information gained and the experience acquired to be made readily accessible. This must be Mr. Dymond's work, and it is to be hoped that the Board of Agriculture will courteously hand over their grant and retire from the field.

WE trust that the criticisms showered upon the scholarship scheme of the London County Council will induce that body to reconsider the proposals contained in the Committee's report. The delay that will result from referring the matter back is regrettable, but the scheme is too colossal to be rushed through in a hurry. The good points in the report refer to the selection of candidates, and need no amendment. These are details with which the Council has little concern: they are rightly left to the Council's expert advisers. But, on the face of it, the scheme is given away by the mere statement that the girls outnumber the boys in the proportion of two to one. The objector may well say, here is a plan to secure to the capable children in the elementary schools a chance of continuing their education in a secondary school, and you ask me to believe that there are twice as many girls as boys whom it will pay the State to educate at the public cost. The cat is let out of the bag. There is a dearth of teachers: women teachers are said to be in the proportion of five to one, and the proportionate number is on the increase. London has had laid upon it the duty—in connexion with the Central Authority—of training teachers for its schools; but London has also the duty and privilege of helping the children of its poorer citizens to get the best education possible for all walks in life where capacity can be made to subserve the needs of the State. Since the above was written the Council has again met and adjourned the discussion.

THE sceptic is often inclined to ask: Shall any good thing come out of London? London is so vast that no one yet has diagnosed its hopes and aims. The nervous energies of London are too numerous to be controlled by any single ganglion. Northerners call Londoners "slack," and there is truth in the charge; yet London has a way of attracting to itself much of what is best everywhere. This philosophic mood is evoked by the news from Liverpool that no fewer than two thousand people were present at the North of England Conference, which has just been held. We have our conferences in London; but we are used to count our attendances by hundreds or fifties, or even by tens. If there is any excuse to offer, it lies in the multitude of our opportunities. The Liverpool meeting was undoubtedly an important one, and did not fall short of its two predecessors in interest and in the power of attracting the educationally great. It is an old charge that educational reformers are too prone to talk. But discussion clears the air as nothing else can do. And it does more:

Higher Fees.

Assistant Mistresses want more.

The Netting of Teachers or of Capacity.

Talk a necessary Preliminary to Action.

Education or Agriculture.

it prepares the ground and sows the seed ; so that the reform, when it comes, does not fall upon barren soil. Experience proves that reforms promulgated from above may have no result, because those who are to be reformed are taken by surprise and are unable to rise to the occasion. We school-masters do not obey orders blindly ; we demand that our judgment shall be convinced. To this end conferences are of no small avail.

THE importance of the Teachers' Guild at the present juncture in educational affairs cannot well be overestimated. It is the one association that brings together teachers of all grades. The increase in number and strength, during recent years, of sectional bodies has produced many valuable results. We would not have it otherwise. But such associations inevitably suffer from the defects of their qualities. More than ever just now the need is for a common platform on which all grades of teachers, from the elementary school to the University, can meet. On this subject Mr. Sadler's Liverpool report contains an interesting paragraph. It runs :

The smooth working of the educational system of a great city largely depends on there being friendly personal relations between the different groups of teachers. In this connexion, therefore, mention should be made of the useful part played by the Liverpool Teachers' Guild, which has brought together many who, though interested in the same subjects, might not otherwise have met, and led to friendly interchange of opinion between those whose work lies in the University and the teachers in the primary and secondary schools.

SIR WILLIAM ANSON gave his Wakefield audience a *résumé* of the educational progress that has been rendered possible and has been carried out under the terms of the recent Education Acts such as should suffice to convince unbiassed men ; and he ended with a powerful appeal for toleration in the matter of teaching religion in elementary schools. Alas, that it should be so ! But this is the one topic on which an audience is not amenable to reason. And even Sir William does not advance matters when he asserts that every parent has a right to obtain for his children that form of denominational teaching which he prefers. The Church of England covers the country fairly well with its schools ; but of no other religious body—except, possibly, the Roman Catholics—can this be predicated. To say, then, that every child in the elementary schools should be taught its own creed is little more than a form of words. The real trouble is that the Church of England is in a specially favoured position in this respect. Intolerance is not so fierce as it has been in times past, but it still has to be reckoned with. The alternatives are either to endow all bodies equally or to endow none.

SOME little time ago we were glad to welcome the announcement of the French Minister of Education that a certain number of Englishmen would be admitted into French *lycées* for a period of a year as student-teachers. The Englishman, in return for two hours' teaching to boys wishing to practise English conversation, is given board and lodging in the *lycée*. The rest of the day the Englishman is presumed to enjoy opportunities of French conversation. This presumption may not always be easy of realization. A Frenchman suddenly plunged into the life of a big English boarding school would certainly find some opportunity of mixing with the boys in the playing fields, and he would find a certain amount of social life in the masters' houses

after 4 p.m., and possibly also in the evening ; but he would spend many solitary hours. In a town day school the position would be a very dull one. In a *lycée* this difficulty is accentuated. The masters have little or no share in the pursuits of the boys : they are more like University lecturers in England. They come down to their classrooms, give their lessons, and are off back to their suburban flats. There is no social life in a *lycée*, and the lot of the young Englishman may be very dull and very profitless.

ANOTHER point is that our young Englishman fondly hopes to earn some pocket-money by giving private lessons in his own language. But it is well known that masters in French secondary schools largely supplement their incomes by giving private lessons, and it may be, therefore, surmised that their attitude towards a rival will not be very helpful. It is true that there is also in the *lycées* a sort of usher known to the boys as *pion*, and to the administration as *répétiteur* or *surveillant* ; but he takes no share in the teaching and stands on quite a different footing from the rest of the staff. Such men are concerned entirely with the supervision, and are scarcely available for companionship. It would be regrettable if the plan failed because there was found to be no adequate return in fluency of conversation for the year's time given. Nothing is further from our intention than to pour cold water on a promising scheme. Our object is to urge on our countrymen the necessity, especially at the start, of taking pains to ensure that any Frenchman sent over to England on similar terms should have full opportunities of joining freely in the social life of the school.

WHEN the dust of the Greek controversy has settled we may, perhaps, decide to introduce certain reforms in language teaching that have long been crying aloud for adoption. These may be summed up in the phrase "Advance from the easy to the difficult." The mother tongue is obviously the easiest. Let us begin with that, and not with the Latin declensions, which some misguided persons still believe in as an introduction to linguistic study. At the age of nine, or thereabouts, the French language may be started and continued, with a daily lesson for three years. Not until the age of twelve must the future classicist begin the study of Latin. At this age Latin will be the principal language, and, if time is wanting, the French hours must be curtailed. Given good teaching—which will not be lacking for want of good advice—and the boy of fourteen will possess a sure knowledge of French and a useful grounding in Latin. He is now in a position to "keep up his French" by giving comparatively little time to it ; to continue his Latin steadily, and to make a serious start in Greek. These reforms are not new, and doubtless in some few schools they are the order of the day. But, if they were generally acted upon, we are sure that ten years would show an immense tale of progress. The pity is we have no means, in England at least, of enforcing a necessary reform on all and sundry.

THE Classical Association has appointed a committee to consider the question of the pronunciation of Greek and Latin in schools. Mr. Winbolt, a former hon. secretary of the I.A.A.M., has written to the *Times* to impart some useful information that the association has been collecting for the last four years. So far as can be discovered by inquiry a large proportion of assistant masters is in favour of a reformed

pronunciation based on the pamphlet of the Cambridge Philological Society. Such news raises a hope of possible progress in the matter; but there is no disguising the fact that reform will be very slow and very difficult. Further, we ought not to rest content until the whole educated world is agreed upon a common pronunciation. The one feasible standard already existing—that of the priests in the Catholic Church of Rome—is naturally rejected by the scholars of an age of accurate historical research. It will take years, if not generations, to come to a common agreement in this matter. In the meantime, as Mr. Punch suggests, why not extend the privilege of British pronunciation to French and German so that schoolboys may say: “Allezz-vowse-enn,” and “Jay, itch haybe jenugg”?

IT does not require a deep philosopher to discover how easily and readily a nation or an individual is corrupted by a system of doles. Free education looks as if it were to become the forerunner of free meals and free clothes. The loafer always prefers to wait feebly for philanthropic aid rather than make an effort on his own account. It is to be hoped that the scholastic profession is not yet demoralized to this extent. The abolition of fees for elementary education, the lowering of fees in intermediate schools, the large increase in State grants, the unanimous cry from Local Authorities for increased aid in behalf of training colleges—all these seem to have aroused the idea that the State is a benevolent parent whose pockets are to be picked by a mixture of cajolery and playful force. The pernicious and illusory notion is abroad that because the State pays two-thirds of the cost of training the primary teacher it ought to do at least as much for the secondary teacher. By an insidious and indirect wind this result might be reached if teachers trained in elementary colleges were permitted to teach at once in secondary schools without being considered to have broken the pledge given to the State. If the *status* of a teacher in a secondary school is ever to be one of dignity and weight, he must prepare himself at his own cost for his profession; under any other circumstances salaries will indubitably be lowered, with a corresponding lowering in the position and the power of the teacher.

MR. ARNOLD-FORSTER presided, on January 16, at the inaugural lecture by Colonel Sawyer to the Army Class of the University of London, an account of which will be found elsewhere, and took occasion to address a note of warning to the public schools. “He was not altogether satisfied that the candidates who came from the public schools had the ordinary average of education that a cultivated English gentleman at that period of life ought to possess.” The Army was not to be regarded for all time as the preserve of the public schools. He hoped that the proposed school certificates which all the wisest head masters were encouraging (rather hard on Mr. Eve and Mr. Lancelot!) would afford some guarantee of efficiency, but he announced that he was seriously contemplating the establishment of a Government Army School on the lines of the Royal Osborne College for the Navy or the West Point College of the United States. All we would remark is that criticism, like charity, should begin at home. We doubt much whether a special Army school is likely to develop that general intelligence in which our officers have been found most lacking. Assuredly it must not take as its model for teaching, discipline, and economy either Woolwich or Sandhurst.

WHY does the University of London pursue the bad practice of publishing examination papers together with the names of the examiners? In the case of external students there is some justification. These are without guidance in their studies, and a perusal of previous papers may, to a certain extent, direct them in their reading and point out the kind and amount of knowledge that will be required of them. Even in their case we incline to think that the loss is greater than the gain. Quick tells the story of the pupil who in getting up the second book of “Paradise Lost” had skipped the speeches of Belial and Moloch “because they were set last year,” and the crammer’s tips to his pupils are founded on a careful scrutiny of the published papers. But in the case of internal students there is nothing to plead in favour of publication. The University is responsible for the teachers of internal students, and it should delegate to them the whole responsibility of conferring or withholding diplomas and degrees. As it is, it wastes on a complicated system of examination and a whole army of examiners funds that should be expended on teaching and research.

A SERIOUS difficulty in the way of a reconstituted College of Preceptors which shall combine all associated bodies of secondary teachers has not, so far as we are aware, been yet considered. As was announced at the annual meeting of the Assistant Masters, it is proposed that the Federated College shall have an organ of its own, the *Educational Times* (or its successor) with supplements giving the proceedings of the constituent bodies, on the model of a parish magazine. But who is to edit or dictate the policy of the common journal? Will head masters and assistant masters always see eye to eye? The question of school certificates, which has just been debated by four of the constituent bodies, furnishes a test case. The Committee of the I.A.A.M. is of opinion that “the proposals are admirable.” The Council of the College of Preceptors sees no reason why “existing general examinations should be superseded by a new scheme,” and the leading article of the *Educational Times* expresses the hope that “the Board of Education will hesitate before adopting a revolutionary policy.” On the question of compulsory Greek there was the same disagreement between heads and assistants. It would require a *Standard* editor to harmonize or hold the balance between these diametrically opposite views.

HOW is a woman who has taken Honour Schools at Oxford or one of the Triposes at Cambridge to add the magic letters B.A. or M.A. to her name? Up to a few months ago the problem was insoluble; but now Trinity College, Dublin, has solved the riddle, and demands the modest sum of £10 (£10 additional for the M.A.) for communicating the answer. In plain English, any woman possessing the equivalent of an Oxford or Cambridge degree will be admitted to an *ad eundem* for that fee. As with the *Times* subscription, there is a time limit affixed, and the offer ceases in 1907. Can the offer be intended as a practical retort to Dean Mansel’s epigram written when it was proposed to admit Trinity graduates to an *ad eundem* Oxford degree?—

When Alma Mater her kind heart enlarges,
Charges her graduates, graduates her charges,
What safer rule can guide the accountant’s pen
Than that of doubling fees to Dublin men?

A PLEA FOR THE USELESS.*

By W. H. D. ROUSE.

THE schoolmaster resembles Ruskin's bent labourer who doles out turnips to the lords of creation and finds himself left at the day's end with half a turnip to munch. "Even the books I have written, and on the score of which I might modestly crave a turnip, have never paid their expenses. So my publishers assure me, and they ought to know."

And this is an eminently useful age: nothing ineffective is tolerated. None of the officers in the British Army is useless. None of our Ministers but is prompt, courageous, and efficient. Every bishop knows his own mind and impresses it on the humblest of his clergy. Lawyers care for nothing but the despatch of justice, and "the law's delay" is an obsolete phrase which will need a note in the Clarendon Shakespeare. Schoolmasters who cannot teach shorthand and type-writing, or, at least, win open scholarships, are soon asked to move on.

It is useless to teach history—so, at least, our statesmen think—and they should know, for they make history; so think our soldiers, who unmake it, and our divines, who defy it. Yet as we glance back through past history we find one or two nations who know what usefulness is. The Phoenicians, and their branch the Carthaginians in particular, had an eminent sense of the useful. But it is strange how little they have left behind—our alphabet, which they borrowed from Egypt, and a series of worked-out tin and gold mines, with the memory of their unique remedy for inefficiency—crucifixion of the inefficient. But this remedy proved too drastic for modern needs and a pension is substituted. The two personages whom we remember out of this great race are Dido, who actually died for love—a most useless thing to do, when she might have married Iarbas—and that inspired visionary Hannibal, to whom it must have been small consolation in failure to know that he was the greatest captain of all time. And Dido's story was written by one Virgil, a most impractical scion of a practical race, who actually spent eleven years in composing a poem, and then wanted to burn it because he felt his work had been useless. He was dying at the time, and, as he could not burn it himself, his friends thought it would be useless to take the trouble. Hence his work has survived, and has been the cause of much useless labour, and still more useless imitation, on the classical side.

But of all the useless nations that cumbered the earth commend me to the Jews and the Greeks. The Jews never knew when they were well off. In Goshen, amidst peace and plenty, with only a few humble necessary tasks to do, such as building pyramids, they will not rest, but start for a forty years' tramp in the wilderness. In the fertile plains of Babylon, under a benevolent despot, they do nothing but sulk and sing psalms till they are allowed to go back to their own land. And those prophets of theirs! Instead of prophesying smooth things, and so making things comfortable all round, they must needs denounce their kings and call them bad names.

And the Greeks who besieged Troy for ten years because some one's wife had run away, and then for hundreds of years sat still and listened to the useless tale! And their plays! There is some use in a play like "Charley's Aunt," which fills the pockets of playwright and manager; but, as far as I know, the hundred dramas of Aeschylus and Sophocles never put an obol into any one's pocket.

Who would not rather be Jacob than Esau? Yet, stay, it was Esau who wanted that mess of pottage. Jacob is not a good example for us. He was indeed a shrewd man of business, who knew how to make even peeled willow-wands useful; everything he touched turned to sheep. But there was a weak spot in Jacob. He must needs go and fall in love, and that, too, not with his master's eldest daughter, the obvious thing to do, but with a chit of a girl whose face was her fortune. There must have been something unbusinesslike in a man who could serve fourteen years for a girl who was by that time no chicken. Esau, too, was weak. He might have repudiated that bargain which came very near the line even for a shrewd business man; and afterwards, when he had Jacob in the hollow of his hand, he might have made an end of him, and taken flocks and herds

and wives also. But no; the silly fellow preferred his brother's loving hug and a few soft words—market value not one groat.

We all have our weak side. A great many men read poetry, though it is not worth an ounce of tea or a bottle of beer. Poetry is the only thing that the Germans do not dump in this country. If there were any money in it, they would long ago have started a manufactory and imitated our Shakespeare trademark.

And yet, after all, we live not on turnips alone, but on aspirations and hopes. The other day an old schoolfellow of mine, whom I remember thirty years ago in India, wrote to me, giving a London address. I sought him out and found him living in a garret and gaining his living by selling newspapers in the street. It was a bitter cold day when we met. My friend had neither gloves nor overcoat. I was full of pity at the sight of him. I asked him to dine, but he declined; he neither smoked nor took wine. What he wanted was a long talk with me on universal peace and brotherhood. He believed that he had found the secret. When I left my friend that afternoon I envied him. He is the happiest man I know.

This is what always comes before my mind when I hear people talking about education. We are told in every paper, from the *Times* to the *Daily Mail*, that the great problem is to keep our trade. No; that is not the great problem, but how to keep our souls alive. The problem of education is not how to teach a boy or girl to earn his living, but to show him how he may avoid spoiling himself whilst he earns his living. Plato knew this when he distinguished between the artist and the artificer, the mere wage-earner. Fancy your successful business man with Plato's fortune set down in the suburbs of Athens. He would set about making a corner in olive oil and plaster the Parthenon with his advertisements.

And thus it is that when I hear arguments against "compulsory Greek" I think of the man with the muck-rake in "The Pilgrim's Progress." Compulsory life, compulsory beauty, compulsory happiness! Are not such phrases absurd? Compulsion ought to be needed in order that we may earn money. If any person with a living soul needs compulsion to learn Greek, there must be something wrong with the way he is taught. Grave and reverend signiors observe that the water is not clear: they advise us gravely to cut off the supply. But why not first try what can be done by clearing the pipes? Without water, without Greek, we cannot live.

Yes, that is what Jacob would have done if he had lived now. He would have gone to Padan-aram in his motor and splashed the mud of Edom over Esau.

MONSIEUR L'INSPECTEUR.

C—, France, June, 1904.

FOR the last month we have lived in continual suspense as to the whereabouts of M. l'Inspecteur Général and the likelihood of his visiting the school. Numerous preparations have been made for this much dreaded visit: both mistresses and girls have repeatedly been warned to prepare their lessons with special care; Madame la Directrice has appeared on the scenes at a remarkably early hour every morning in order to superintend the pupils' dusting and sweeping; visions of youth laden with pails and brushes have been seen tearing round; geraniums have been put in the most prominent flower beds; faces are visibly growing thin and careworn, and Madame dons her company dress every day—a magnificent black, with a bright yellow satin top.

And so the weeks pass by, and yet no Inspector arrives. One morning, however, great excitement is caused by a rumour that "He" is there—one very wet morning when Madame has neglected to get up early, feeling sure that all is safe for *this* day, at any rate. A message is sent from one of the hotels in the town at 8.20 a.m. to say that "He" is there. The *concierge* wildly tears round the house, as never mortal tore before, to warn the mistresses and give them time to prepare in hot haste a lesson. "Il est là!!" "Qui?" "Il, il est là, sur le trottoir!!" O quelle scène, mon Dieu!! Wild confusion reigns: Mlle. X. flies round, urging the girls to do their *charges* again; Mme. Y., the housekeeper, joins the throng and discovers that there is a curtain missing in the dormitory

* Abridgment of Paper read before the Assistant Masters' Association.

(despite the fact that it has been missing for months). It is accordingly tacked up. Mlle. L. bursts into floods of bitter tears at the very thought of giving a lesson before "Him"; doors are banged, little feet fly round in every direction, excitement lends strength to little hands.

Consternation is printed on the faces of the mistresses (no less than on those of the pupils) when the 8.30 bell for school rings and they begin the lessons so carefully prepared and saved up for "Him."

They tremble with fear, awaiting their doom. But where is "He"? Why, at the *lycée*, with no intention of visiting the school this morning. A false alarm—"quelle blague," "sur le trottoir," indeed!

What a relief for Madame!—for is not this the only day on which she has slept late, and is it not a pouring wet day? Oh! never again will she continue her slumbers so late! Therefore she is up with the lark the next morning, exhorting the dear "lambs" to be very careful over their *charges*; people are mustered in to scrub; the entire dormitory and passages are scrupulously cleaned; the *concierge* is sent into the town to buy new American cloth for the refectory tables; the floor of the said refectory is washed; the garden beds are raked; and there is even a rumour that the small hunchback gardener himself has been ordered to take a bath. At any rate, an unmistakable sound of vigorous ablutions proceeds from the windows of the *salle de bain*—and how much more can one know?

Ah! what devotion! Never was an establishment so spotlessly clean!

But the Inspector does not come, and by degrees folks get into "inspector régime." The mistresses repeat the prepared lessons every day; Madame continues to get up early, but, out of consideration for the yellow satin, has adopted a large mustard-coloured pinafore; the poor little hunchback is given a bath daily, and is growing unrecognizably clean! Madame's smile is at full cock; brooms and cloths are always at hand; the girls are continually warned, and the rumour is often spread that "Il est là!"

But I am obliged to leave the school and return to England.

Whether he ever came I know not. For me the school is pictured, like Keats's "Grecian Urn"—a monument of arrested expectation.

K. M. J.

TEACHERS' GUILD NOTES.

[By a resolution of the Council, of June 19, 1884, "The Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but "The Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

ON February 2 the Council will have to consider the outcome of the Congress of Officers of the Guild held on January 13. On their decisions much will depend. Clearly, the new programme put forward by the Council met with general approval. The Chairman, supported by the Vice-Chairman, explained the reasons for setting in the front of all other questions the remuneration and tenure of teachers. It is probable that the Guild will press actively for the following reforms, in the case of secondary-school teachers:—(1) The selection of the teacher to be made by the head of the school, and the formal appointment by the governing body after a reasonable probationary period. The dismissal to be by the latter, after sufficient cause shown. (2) An appeal to lie to the Board of Education, or, failing it, to the Local Authority, or the governing body. In the case of the dismissal of the head of a school, to one of the two former. (3) No dismissal to be made after a certain number of years' service without a pension. The Chairman urged that an assistant teacher should not be regarded as the private servant of the head, but as a servant of the community.

An initial salary of £150, with annual increments, for fully qualified men teachers in secondary schools is likely to be demanded by the Guild and other associations. The Association of Assistant Mistresses, recognizing facts which are stronger than logic, puts the initial figure for fully qualified women teachers in secondary schools at £120, also with regular increments. It was felt that the Guild, as representing the profession generally, can best press for these improvements without the suspicion of trade-unionism, on the ground that an under-

paid profession, struggling against the drawbacks attaching to a less than living wage, in many cases, cannot realize the educational aims of the nation, and will tend more and more to become depleted of first-rate talent. The profession must show that more important than splendid school buildings is a supply of highly qualified teachers—men and women of character and intellectual strength, and that a better ratio between the outlay on the one and on the other element in education should be established. It is for statesmen to find the funds to secure the desired improvement, when once the public has realized the danger. It is our duty to prove that it exists in very earnest.

THE remodelling of the present Teachers' Register, which gives so little satisfaction, is a task which will have to be undertaken, and the Guild can do much in the way of shaping opinion aright for this. It is deeply pledged to the work of unifying the profession and cannot, therefore, accept as final the present lines of demarcation. The Congress supported the Council in its general aim, and the problem is how to secure unification without unduly lowering the academic qualification for registration. Clearly we cannot approve the present Columns A and B, divided according to the schools in which teachers work, and not according to their general educational proficiency. On a voluntary Register no one should be put without his or her personal initiative. No satisfactory Register can exclude the kindergarten teachers or the teachers of the lower forms in preparatory schools. The solution of the difficulty seems to lie in the establishment of what we may call an ordinary Register, with a first-class or higher Register to which, by fulfilling the necessary requirements, a teacher entered on the former can at any time pass. The professional qualification should be equally high in both cases, the academic qualification should be more stringent in the latter. Such a Register would abolish the distinction between the primary- and the secondary-school teacher, as such, and at the same time would emphasize the attainments necessary to the undertaking of the higher work in schools.

The proposals of the Council (1) to revive the work of the Education Society within the Guild, as the association best qualified to promote purely pedagogic science generally, and (2) to work for the material reduction of the number of external examinations, received the unanimous approval of the Congress.

THE Congress dealt, in the afternoon, with several pressing matters connected with the internal economy of the Guild, such as Branch co-operation on the Council and locally, the financial situation, and the improvement of the *Teachers' Guild Quarterly* as the organ of the Guild—all of great importance in view of the necessary strengthening of the hands of the Council for the work before them.

WE are asked to remind members of the impending expiration of the "grace" clauses of the Regulations for Registration in Column B of the Teachers' Register. Applications under Regulation 5 (2) *b* (ten years' service clause) must be received at the Council's offices, 49 and 50 Parliament Street, S.W., on or before March 5, 1905. Applications under Regulation 4, under which clause training is not obligatory, must be received on or before March 5, 1906. Copies of the Regulations and forms to be filled in may be obtained on application to the Registrar. We believe that nearly 7,700 teachers have been registered in Column B, to date.

COLONIAL AND FOREIGN NOTES.

FRANCE.

This paragraph is not to be so revolutionary as the side-heading might suggest. We do not ourselves propose to abolish head masters, being anxious rather to assist and support them—at least, whenever Holy Orders are not their chief qualification. We merely report a movement in France, where sacrilegious hands are threatening the *proviseur*. In truth, he is not always a popular personage. He has to furnish higher officials with appreciations of his colleagues. Whence is he to get the necessary knowledge of their merits and demerits? His visits to class-

rooms are frequently unwelcome. On the other hand, if he seeks to bottom his teachers in private conversation, he finds they resolve themselves into two classes—some are shy of him lest they should be thought to be courting their superiors; others display an unnatural amiability. It is intelligible enough that social relations in the *lycée* should often be strained. Would it not do, asks M. Massé, to have simply a *doyen* of the *professeurs* appointed by the Minister from time to time upon their presentation? The answer is made that intrigues to secure the nomination would work more mischief than results from the present arrangement. We know, moreover, that a staff cannot be trusted to make the best selection. The Harrow masters, in 1885, being practically free to choose, rejected Edward Bowen in favour of another, and afterwards repented them of their doing. In all reforms it is well to consider carefully what is to be got in exchange for what goes. If this be done, the French will cling to their *professeurs*, as we to our head masters.

The principal business of a foreign note is to discourse of the things that others do better than ourselves, since it is from them that we may learn. Exceptionally, we touch here, with all modesty, on a matter in which we appear to advantage. The French hygienists complain that the French boy is overburdened—not so much by reason of the time that he spends in school as owing to the amount of preparation that is demanded from him. By way of illustration, one of them produces the time-table of a boy in the form called *Seconde* of Section C. It must be premised that the *professeurs* had put their heads together and agreed to ask for the bare necessary minimum. In spite of this self-denying ordinance, their claims worked out thus:

Subject.	Hours in Class.	Preparation (hours).
French	3	4
Latin	4	7
Modern History	2	1½
Geography	1	1½
Modern Languages	2	3
Mathematics	5	7½
Chemistry and Physics	3	3½
Practical Exercises in Science ...	2	—
Drawing	4	—
Total.....	26	28½

Thus the boy must give to his books fifty-four and a half hours a week, to say nothing of one hour devoted to gymnastics, one hour to religious instruction, and, during the first quarter of the year, one hour to geology. But it is at the proportion of preparation to class-work that our readers will marvel. Fancy seven hours spent in studying Latin for four hours in class! As nearly as we can estimate, the average preparation in the corresponding form of an English public school would be about fifteen hours a week for all subjects. Leaving the French boy to get redress as he can, we recommend him meanwhile as a weapon of defence against English parents who complain that their children are taxed unduly out of school.

UNITED STATES.

The New York City Teachers' Association has been appealing to the Board of Education for a more equitable administration of the by-laws that relate to deductions for absences. Under the rules of the Board the teacher is excused from attending school if he can get a leave of absence signed by his principal. But these rules have been nullified by the action of the superintendents; and in practice his salary goes to the pension fund whenever he does not perform his duty. The Association points out that teachers are the only city employees to whom absence with pay is not allowed. This does indeed seem a hardship; but the whole question is beset with difficulties. School authorities employing a substitute can hardly be expected to pay twice for the same thing. On the other hand, the salary of a teacher is usually so small that it is actual cruelty to diminish it. The New York superintendents urge that the deduction is necessary for the maintenance of discipline and to check absence under frivolous pretexts.

Coeducation may mean the joint rearing of boys and girls during the years before adolescence. But your true coeducator demands that they shall be brought up together through all the stages of their education. There is an argument in favour of the complete thing that has great weight in the United States, and a less great, but ever increasing, weight in England, namely, economy. We quote from a writer in the January number of the *Educational Review*: "It is clear that the college of the future will be coeducational. There are in the United States 464 colleges for men. In 1870 one-third of these colleges admitted women; in 1880, so successful had coeducation proved itself to be, one half had been opened to women, and in 1900 two-thirds of all colleges for men had become coeducational. At the present time, if we omit Catholic colleges—which in America are mainly training schools for priests—80 per cent., or four-fifths of all

colleges for men, teach women exactly the same subjects by the same professors in the same lecture-rooms, and allow them to compete for all their degrees, prizes, and fellowships. There are in the United States also 13 separate colleges for women. In the year 1902 there were nearly 22,507 women studying in colleges for men, and over 5,549 women studying in separate women's colleges, or, in all, about 28,000 women college students. Although there were in the United States 2,000,000 fewer women than men, women formed about one-third of all college students. In addition to the 28,000 women students in colleges and graduate schools of philosophy, there were in 1902 9,784 women studying engineering, mechanics, agriculture, and other technical subjects in Universities and technical schools; 1,177 studying medicine, 218 studying pharmacy, 162 studying dentistry, 165 studying law, and 106 studying theology, or a total of 12,614 women pursuing professional and technical courses. If we combine these two classes of students, we get a total of 40,676 women studying in the colleges and professional and technical schools of the United States, and the number of college and professional women students is steadily increasing. Coeducation is the only economical method of educating all those women. It is impossible, even if it were not criminally wasteful, to duplicate in every part of the world colleges and Universities for women; and not all the wealth of all the world can duplicate the few great scientific teachers that are born in any single generation. Experience proves that, unless schools—and, still more, Universities—are conveniently near, even boys go without a higher education. Unless, in the future, all existing colleges and Universities are to become coeducational, unnumbered generations of girls must go without any education beyond that of the high school."

We are aware that opinion is much divided as to the expediency of complete coeducation. What County Councils may be constrained to do in respect to it when rate-payers learn how it would save expenditure we do not stay to anticipate; but, turning from the college to its students, we ask: Suppose the young American graduated, what becomes of him? Figures are before us relating to Yale, which holds a high place among the collegiate institutions of the United States. It is surprising to find that of its 12,665 graduates 4,816, or about 38 per cent., have addressed themselves to some branch of commerce. Law has absorbed 24½ per cent. Only 9 per cent. have developed into doctors; 9, too, is the percentage of clergymen among the whole number of graduates. No one doubts that commercial men are the better for a University education. In England they often get it under a misapprehension. What they really desire are technical *Hochschulen* or *Polytechnica*.

A writer in the American *Journal of Education* deals trenchantly with the ever urgent question of the payment of teachers. It is an old story; but it is necessary to tell it over and over again. In Indiana, of which he writes, the average salary of the public-school teacher is 308 dols. a year. Now an ordinary farm hand can earn there 240 dols., with board and lodging in addition. A clerk makes from 500 to 750 dols.; a skilled workman 761 dols. We give the conclusion that is drawn and leave our readers to find a parallel to the state of affairs exhibited. "Only comparatively few persons can afford to engage in public work as a permanent profession. They cannot afford to make the necessary preparation. They cannot afford to remain in a profession where only 16 in 1,000 receive more than 1,000 dols. a year. Neither can they afford to remain in a profession where they are liable to be dismissed without cause at any time, humiliated, sometimes maligned, and then set adrift. . . . These economic facts, more than anything else, account for the large number of boys and girls who play at school teaching, who are unprepared for the work, and who cannot, as a rule, afford to prepare themselves. These facts also explain why nearly one-third of the teachers of the State leave the profession annually, and why so few persons become and remain truly professional teachers."

INDIA.

We cannot remember that we have given any account of Sir Andrew Fraser's scheme for a model college and school at Ranchi. He does not believe in exclusive institutions for particular classes. "In England the sons of the peer and the merchant, the doctor and the soldier, the barrister and the squire, are educated together. What a *zemindar's* son requires is to be so educated as a gentleman as to develop his mind and broaden his sympathies. To be educated at a purely class institution will have the contrary effect." Sir Andrew designs not merely an Indian Eton, but an institution (like that conceived by Milton) which shall be school and college in one. In it the sons of professional men of all kinds, communities, and religions are to mingle together. We foresee difficulties, but we wish Ranchi success. An obvious difficulty is the religious one—more real in India than in England. If it be desired by the parents, the boys will receive religious instruction every day for half an hour or less, and every day there will be given in the hostels an exposition of the principles of religion by a suitable person. Funds

are to be raised by subscription. Benefactors may give money to provide hostels for Hindus, Mahomedans, and Brahmos without distinction; but, if any one wishes to make a special gift in favour of a building for some particular community, he is free to earmark his donation. At the outset there will be three houses for Hindus, two for Mahomedans, and one for Brahmos—each to hold forty students. The education given will be generally the same as in the Presidency College, an option being allowed between the Arts and Science Courses. The training is to be up to B.A. and B.Sc. standards. Some instruction in agriculture being necessary for the sons of *zemindars*, an experimental farm will be attached to the college. Three rates of fees are to be charged—viz., 15, 30, and 45 rupees a month; but a hope is expressed that scholarships will enable a leaven of poverty to be introduced into a society consisting mainly of the rich.

CANADA.

Canada is suffering from a scarcity of qualified teachers, and is put to shifts to make good the lack of them. Of those employed 50 per cent. are trained and 50 per cent. untrained. The quality of the latter may be guessed without our assistance. But, if they have no training, they are, nevertheless, "authorized," short time permits, or licences for a limited period, being issued to them. Only 2 or 3 per cent. of the holders of temporary licences qualify at a later date for life certificates. The holders serve, on an average, not more than two years. There are, of course, local difficulties to be overcome, but the Canadians must know as well as we do that the best way to improve the supply is to augment the wage. Even your schoolmaster will be fed.

VICTORIA.

The revival of interest in the fortunes of Melbourne University, and its rescue from financial embarrassment, have been greatly aided by several notable benefactions in November last. The gift by Mr. Higgins, K.C., M.P., of £1,000 to found a £30 a year scholarship for the study of poetry has been followed by a donation of £3,000 by Mr. David Syme, the proprietor of the *Age* and a distinguished man of science, to found an annual prize for original scientific research by Australians. The fund started by Janet, Lady Clarke, and a committee of graduates and public men to meet the State Government's offer of £1 for every £1 raised by voluntary effort already totals over £10,000. The appointment of Dr. Skeats to the vacant Chair of Geology has been very favourably received.

The determination of the Victorian Education Minister (Mr. Sachse, M.L.C.) to follow the advice of his Director (Mr. Tate), and inaugurate in 1905 public continuation schools for candidates for the teaching service, has been received with strong opposition by the heads of private colleges. The schools are to be open to holders of State school scholarships, as well as to budding teachers; so the scheme hits the private establishments who have benefited by these scholarships pretty hard. The representatives of the secondary schools, headed by—of all men in the world!—the Rev. Dr. Fitchett, of the Methodist Ladies' College, accordingly denounced the scheme by deputation, and through the columns of the Conservative daily, the *Argus*. In the course of his speech, Dr. Fitchett said that vested interests to the extent of three-quarters of a million sterling were affected by the proposal. Notwithstanding this assault, the Minister declared his intention of adhering to his determination.

CORRESPONDENCE.

MUNRO'S "SOURCE-BOOK OF ROMAN HISTORY."

To the Editor of The Journal of Education.

SIR,—My attention has been called to the notice of Mr. D. C. Munro's "A Source-Book of Roman History," which appears in your December issue, and, as your reviewer apparently fixes upon this book to justify previous unfavourable judgments of certain American books which may or may not have been wrong, perhaps you will allow me to show how some of the "criticisms" in this particular case strike a reader.

1. The word "authority" has been quoted as though it had been used in the text-book, whereas reference to the preface will show why these lists of books were put in.
2. It is not surprising that Mr. Munro did not make any use or mention of Mr. R. Ellis's new text, as this was not published until a later date.
3. The treatise "De Mortibus Persecutorum" is accepted as the work of Lactantius by Teuffel, Ebert, Schiller, Burckhardt, Bray, and other competent scholars. The weight of authority is conclusively against Brandt.

4. In the question of "Caius," "Gaius," "Cneius," &c., the author from whom the translation has been taken has been followed in each instance—probably the only satisfactory rule in such a case. In the bibliographical notice the author followed general usage.

5. The concluding sentence of the notice seems to be particularly unfair to Mr. Munro. The only reference to Seeley's "Livy" appears to be that on p. 2, which reads: "Seeley: Livy, Book XIII., Introduction." It is clear that "Book XIII." is a printer's addition, which failed to meet the author's eye in the proof.—Yours faithfully,
GEORGE G. HARRAP.

[For a reader who believes that printers make such additions as "Book XIII." I can do nothing—except advise him to read more. Others may be glad to know that everything that I stated is just as I stated it and not otherwise. The objections raised have no weight.—YOUR REVIEWER.]

REGISTRATION OF TEACHERS, COLUMN B.

To the Editor of The Journal of Education.

SIR,—You are no doubt acquainted with the fact (sufficiently notorious) that assistant masters in the public schools and the larger grammar schools have shown no great anxiety to get their names entered on the Register of Teachers. In view of the early expiration of the "days of grace," may I call your readers' attention to the following facts?

In consequence of the passing of the Education Act, some modification has become necessary in almost every scheme governing any endowed school in England. However trivial the modification may be, if it only adds, say, a single representative governor, it gives the Board of Education the opportunity of adding whatever "Clauses of common form" are fashionable at the moment. Now, among the clauses in favour just now is one that runs: "The head master (to be appointed) shall be a graduate, . . . &c., and shall be a registered teacher."

Thus it comes about that for the future practically no head masters will be appointed to endowed or municipal schools who are not registered teachers, and so all secondary teachers of standing ought to see that their names get on the Register in the course of the next few months.—I am, Sir, your obedient servant,
G. C. CHAMBRES.

LADYBARN HOUSE SCHOOL, MANCHESTER.

To the Editor of The Journal of Education.

DEAR SIR,—The *Journal* for December contains as its first "jotting" the statement that this school has been placed under the Manchester Education Committee. As this is not the case, will you kindly have the statement corrected in your next issue?

I think the mistake has arisen from the confusion of two local events occurring about the same time—

1. The opening of a new provided school in the parish of Ladybarn by the Withington Education Committee, which since November 1 has been absorbed into the City Education Committee.

2. On May 1 this year Ladybarn House School (of which I enclose a prospectus) ceased to be a private school.

I am sorry to trouble you with this little matter, but a few authoritative words from you will stop the confusion spreading further.—I am, yours faithfully,
CAROLINE HERFORD, Head Mistress.

POSTCARDS AS FACTORS IN EDUCATION.

To the Editor of The Journal of Education.

SIR,—As you inserted my letter some months ago on "Postcard Albums as Note-books," you may like to set before your readers a further use for postcards.

On the lines of "pit" excellent and exciting games can be provided. At the present moment I am arranging one on English Architecture—Norman, Early English, Decorated, Perpendicular, Late Tudor, Renaissance, Mixed. To these could, of course, be added the Classic styles. Each card must be carefully chosen, as illustrative of some particular feature, structure, ornament, metal work, statuary, wood, work, &c. I subsequently hope to arrange one on English history Saxon, Norman, Plantagenet, &c., and one on Geography, taking the trading routes of the world. In this case the products would be written on blank cards to match the postcards of the cities.

The cards must be backed up with stout cardboard, or their life will be short indeed.—Faithfully yours,
E. BOYER BROWN.

A CORRECTION.

To the Editor of The Journal of Education.

SIR,—May I point out to your reviewer of Mr. How's "Six Great Schoolmasters" that it was Kennedy, and not Moberly, who achieved the remarkable feat of making boys "love the Thirty-Nine Articles"? Your reviewer has given other and sufficient reasons why Moberly is not to be classed as a "great schoolmaster." This particular charge was unnecessary and not justified by the facts (see page 109).—Yours,
FRANK RITCHIE.

UNIVERSITIES AND SCHOOLS.

LONDON.

The rules for the Library, as revised and recommended by Convocation, have now been approved by the Senate. The additional hour from 4 o'clock to 5 could not be granted, as meetings of the Senate and other bodies rarely begin till 4.30, and the Reading Room will be required for this purpose until the Government grant the University more commodious premises. However, as a set-off, the Senate makes two alterations in the direction of liberality. A second period of three months is to be allowed for study of books taken out of the library, if the books are not wanted by another reader; and readers are now to be allowed to borrow and return books by registered post—all fees being paid by the borrower.

The work of arranging and cataloguing the Library is progressing steadily; but it must be some time before the Library and Reading Room will be ready for use.

On January 13 about forty members of Convocation were, at the request of their Vice-Chairman, Dr. Mears, received by Dr. Waller and shown over the Physiological Laboratory.

The minutes of meetings of the Senate are now presented to Convocation. This concession also is owing to the Vice-Chairman.

University Extension is flourishing vigorously in the London area under the auspices of the University. 179 courses of lectures (and classes) were delivered during the session 1903-4, an increase of 12 over the previous session, and it is to be noted that 43 of these were sessional courses, each of which includes 3 terminal courses—viz., a Michaelmas, a Lent, and a summer course. This represents a significant advance in thoroughness of work.

Twenty-two students were awarded the Sessional Certificate in Honours, of whom the great majority were in scientific subjects, Economics being a favourite. Two students only were successful in Literature and three in History. The final requirement for this certificate is the writing an original essay on advanced work, and it would be far more interesting if the Extension Board could deal with these papers more promptly, and issue a report upon them, and include these results (the most advanced part of the year's work) in the year's report. As the essays are sent in by September 1, it should be possible to decide the result before (as last session) the end of November. The constitution of the Board would seem to require strengthening on the literary side by one or two members. Prof. Ker, for example, would be an admirable addition.

The journal (now called *University Extension*) is issued only three times a year, instead of about nine times as before.

Five interesting courses of lectures on military subjects are now being delivered at the University: they can be attended by any British subject for £2. 2s. a course, or the modest sum of £10 for the whole. The Secretary for War made an interesting speech at the opening lecture.

It is stated that Sir Philip Magnus intends to come forward at the next Parliamentary election as a candidate for the membership for the University.

At the examination in Pedagogy, 1904, it is noteworthy that all the candidates (twenty in number) seem to have passed, three only in Division I (two women and one man).

All London graduates who wish to place their names on the Register of Teachers in Column B under the "grace" clauses should note that March 5 is the latest date.

OXFORD.

Though two months have passed since my last letter, not more than ten days of that time, if so much, belong to the normal working days of the University. There is, therefore, not much as yet to chronicle in the way of academic activity.

The loss by death has been, unfortunately, rather heavy, containing, as it does, the following names:—The Rev. H. L. Thompson (Christ Church), Vicar of St. Mary's, formerly Head Master of Radley, who has done valuable work in Oxford on the old School Board and on the new Educational Authority; Rev. R. E. Bartlett (Trinity College), formerly Bampton Lecturer (1888); Rev. E. J. Payne, Fellow of University College; Rev. S. N. Tabbs, Fellow of St. John's, killed in a railway accident on December 19; and Mr. T. W. Caphouse, Mayor of Oxford, a man widely known and respected in the City and University, who received the honorary degree of M.A. some years ago in recognition of his knowledge and research in the history of music and musical instruments.

The movement for offering increased opportunities to students of other Universities to work at Oxford—a movement so largely stimulated by the Rhodes Trust—still continues active; and among the decrees passed in December was a provision whereby any candidate from the four Scotch Universities, under certain conditions of residence and study at his own University, is to be admitted to the privileges of a "Junior Affiliated Student" at Oxford. This is only the last

of many steps taken during the past two or three years to adopt at Oxford something like the system, found so useful in Germany, whereby residence and work at any one University can be counted for standing and degree at any other. This power of free interchange is obviously an advantage to all parties. The more a student can avail himself of the special advantages (of system or teachers) at all Universities without interfering with the continuity of his study, the better for the interests of learning.

There has been no time since I last wrote for new projects of legislation, but two decrees passed in December have an interest as small indications of the steady tendency to adapt the curriculum to new needs. One concerns the new Diploma in Scientific Engineering and Mining Subjects, a recent addition to the growing list of these Diplomas, which already embrace Health; Geography; Economics; and Theory, History, and Practice of Education. The other establishes "Military Law" as a new option in the Pass Schools of the University—a reminder of the recent laudable efforts of the War Office to get aid from the Universities in improving the education of the Army.

Another decree, also trifling in itself, has also an interest as a star marking new currents. The Council have appointed a small committee of three (the Vice-Chancellor, Mr. Gerrans, and Mr. Matheson) to deal with all applications from Local Educational Authorities for inspection or examination of schools. The two Delegacies (Joint Board and Local Examinations) whose very competent secretaries are members of the committee, have for some years past been from time to time inspecting schools; so that, in addition to their large staffs of experienced examiners, they are now able to supply a certain number of men expert in the quite different work of inspection. It is entirely desirable that the new Local Authorities should not confine themselves to inspection by their own officers, or by the Board of Education; but should be able to keep up a connexion with the Universities by employing their inspectors, as they already so extensively employ their examiners. It is also good for the Universities, whose real knowledge of the secondary schools has perhaps been less than their inevitable influence upon them, that the contact should be drawn closer: and this result is better attained by inspection, involving personal visits to the school, than by examination, where the main work is reading and marking papers, and the personal knowledge of the place, the men, the boys, and the system, is far less.

The chief incident of the vacation of local interest to the residents has been the election of Prof. Case to the Headship of Corpus Christi College. The new President was educated at Rugby under Dr. Temple, entered at Balliol in 1864, obtained a First Class in Moderations and *Literæ Humaniores*, was successively Fellow of Brasenose and Tutor at Balliol, Fellow and Tutor of Corpus from 1871 to 1889, and in the latter year was elected Waynflete Professor of Moral and Metaphysical Philosophy, and Fellow of Magdalen College. He now returns appropriately to the college with which he was for the longest time connected. He has never served on any of the numerous Administrative Boards of the University, except the Helderomadal Council, of which he was for a time a member. But for many years he took an active and influential part, on the "Conservative" side, in the debates of Congregation. At school he was a distinguished cricketer; and it is safe to say that he is the only Head of a college who was for four years (1864-7) a member of the Oxford Eleven.

The following announcements have been made:—

Gifts to the University: A subsidy from the Rhodes Trust to the Readership of Pathology. A gift of £1,000 from E. Whitley (Trinity) to the Chair of Pathology. Two new prizes (anonymous)—(1) of £70 for a monograph or work on "German History from 1250-1870"; (2) £40 for a treatise (or other work) on "Continental Thought in the Fourteenth and Fifteenth Centuries."

Appointments: Representative Governors: University College, Nottingham—Right Hon. A. H. D. Acland (Hon. Fellow Balliol), S. Ball (Fellow St. John's); University College, Bangor—Sir T. Raleigh (All Souls); St. David's Lampeter—Warden of Keble, Principal of Jesus; Derby School—Prof. Cook Wilson (New College); Ewelme Exhibition Endowment—H. E. Salter (New College). Delegacies—Lodging Houses, J. Tracey (Keble); Instruction of I.C.S. Students, J. L. Strachan Davidson (Balliol), H. W. Blunt (Christ Church); Common University Fund, D. B. Monro (Provost of Oriel); Visitor (Ashmolean), Dr. Farnell (Exeter), re-elected. Select Preachers—Dr. Chase (Queens', Cambridge), Warden of Wadham, Rev. J. H. Ellison (Merton), Rev. W. H. Carnegie (Magdalen), Rev. C. M. Blagden (Christ Church). Living—Kirkdale (Yorks), Rev. F. W. Powell (Lincoln).

Degrees: Honorary—Mus.Doc., Sir E. Elgar; Research—D.Sci., H. B. Baker (Christ Church), T. C. Porter (Exeter).

CAMBRIDGE.

Term has so recently begun that nothing of very much consequence has had time to happen. We have just come up, arranged lectures and coaching hours, and barely had time to glance at one another's letters on the Greek question in the *Times* and the *Guardian* and elsewhere, and to wonder what is going to happen at Herculaneum. The

last event of any importance that occurred there was unpredicted, and the next is similarly unforetold. Meantime we wish the cause of excavation well.

We have not as yet any definite statement as to the number of freshmen this term; but at the Congregation on January 19 the year opened well for the University, something like a hundred and fifty men taking degrees of various kinds. The total numbers for last year were a little lower than normal.

We are promised some interesting public lectures this term. The Birkbeck Lecturer at Trinity (Mr. W. H. Frere) is to lecture on "The History of Religious Orders in Mediæval England." Mr. Arthur Sidgwick is coming to Newnham in February to give one of the occasional lectures which are a feature of the college life—this time it is to be on Pope. Mr. A. C. Benson gives a course in the hall of Magdalene College on "The Course and Development of English Poetry in the Nineteenth Century." And, lastly, the Dean of Ely is concluding his Hulsean Lectures, which are not on the usual theological theme affected by Hulsean Lecturers, but on "The Witness of English Poets to Christ and Christianity."

The University Association has issued an appeal on behalf of the University Library, and will be glad to receive promises of contributions, endowments, and books.

Politics, too, are beginning to be interesting, and the long looked for third candidate for the two University seats is not apparently to be a member of the Cabinet, neither the Prime Minister nor any of Mr. Chamberlain's representatives, but the Commissary of the University—the duties attaching to his post, it seems, do not absorb his whole time.

Mr. R. H. Lock, B.A. of Gonville and Caius College, has been appointed Assistant-Curator of the Herbarium; and Mr. W. K. L. Clarke (a son of the Bishop of Melbourne) elected to a Theological Fellowship at Jesus.

MANCHESTER.

The death of Mr. Henry Lee has removed one who was a staunch friend of educational progress. Of his work as an employer of labour, as a Liberal, and as a Free Churchman, this is not the place to speak; but as a great millowner he was as much the friend as the employer of his people. The day schools established by him for the benefit of the children of his employees were long considered models of their kind, and were kept up at considerable cost to the firm for more than twenty years after the passing of the Act of 1870. Of late years he had devoted himself to the welfare of the Grammar School, and he attended a meeting there as deputy-chairman of the governors within a few days of his death. He was the only surviving member of the governing body under the old scheme, and was largely influential in raising the new buildings. For the last few years of his life he held the office of treasurer.

In addition to the scholarships reported last month, Grammar School boys have won open classical scholarships at Oriel and at Corpus Christi Colleges respectively. At the same University, not only has the Junior Mathematical Scholarship fallen to a Mancunian, as foreshadowed, but the exhibition and *proxime accessit* in the competition were both awarded to old Manchester boys. The three who thus head the list were all pupils of Mr. H. G. Willis, M.A., chief mathematical master.

During the past year the numbers at the Grammar School have risen by about a hundred, and the present term opens with eight hundred and fifty boys in attendance. Mr. William King, M.A., formerly a pupil of the school, has been appointed to a mastership on the modern side. The boarding house sanctioned by the Governors is about to change hands. It is probable that a boarding house near the new playing fields will shortly be opened by Mr. E. A. Varnish, M.A., master of the preparatory form.

Festivities in connexion with the annual Founders' Day commemoration began at the Girls' High School on January 19, this being the thirty-first anniversary of the foundation of the school. Prof. Conway, of the Manchester University, delivered an address upon "The Purpose of Education." Miss Burstall addressed the Old Girls' Association on the 24th. Miss Bush, formerly of the Macclesfield Grammar School, has joined the staff. A number of pupil-teachers from the Withington district are now attending the High School.

The Broughton and Crumpsall High School for Girls has been fully inspected by the Board of Education. An interesting alteration in the time-table has been made at the suggestion of the Inspectors of the Board. The school hours in future will be: morning, 9 to 12; afternoon, 2.30 to 4.30, with half an hour less in winter. The numbers are at present 170, and the staff has been strengthened by the appointment of Miss M. Bellman (Oxford Honours School of Modern History) and Miss B. Fullford (B.Sc. Lond., a student of the Owens College).

Perhaps the most important event at the University has been the announcement that in future degrees will be granted in Dentistry. In moving the adoption of the new ordinances, Prof. Stirling explained that a diploma and a degree would be granted in Dentistry, the

holders of which would have passed the usual Matriculation, completed a four years' course of study, and qualified by practical work in a dental hospital. Diplomas are also to be granted in Public Health and Veterinary Medicine. The new degrees will be entitled Bachelor and Master of Dental Surgery respectively. It is intimated that the University of Liverpool will follow suit.

At the meeting of the Court it was stated by the Vice-Chancellor that the total number of students was 1,130, and that the number preparing for Matriculation had decreased by about 30 per cent. Principal Hopkinson also announced the arrangements for the Degree Ceremony on the 27th, when he hoped Earl Spencer would be present to welcome the representatives of foreign Universities, on the occasion of the opening of the new laboratories by Mr. W. J. Crossley.

An important meeting was held in the Lord Mayor's Parlour on January 11, when, in the absence of the Lord Mayor, Sir F. Forbes Adam, President of the Chamber of Commerce, moved that it was highly desirable that more University men should be drawn into business, and that there was need of a city organization for this purpose. It was afterwards resolved that the best means for attaining the end in view would be a Graduates' Employment Bureau in connexion with the Chamber of Commerce. The Dean of the Faculty of Commerce reports that sixteen students have entered for the degree, but more than half of these are evening students. It is hoped that the teaching will be extended to the subject of public administration, so that men may qualify for employment in Government offices.

Prof. Lamb has presented to the University an interesting collection of portraits of mathematicians and natural philosophers. The local Branch of the Teachers' Guild have presented their library to the University. The Fielden Demonstration School was opened on January 16, with twenty-eight boys. The curriculum has been arranged mainly on the lines of a higher-grade school, as recommended by Prof. Sailer in his Birkenhead report. The Hall of Residence for women students, accommodating thirty, has been recognized by the Board of Education as a hostel at which students of the University Training College may reside. The Hall is full at present.

The first item of business that awaited the Manchester Education Committee in 1905 was not a pleasant one. It was the consideration of the award in the arbitration with respect to an extra claim for £38,000 made by the builders of the School of Technology. The result of the arbitration is that the Corporation are to pay about £20,000 and £1,000 costs, and application has been made to the Local Government Board to borrow a further sum of £20,000 in connexion with the cost of the erection of the school. The amended scholarship scheme was laid before the Committee on January 16. It is described as providing "a means whereby boys and girls may pass from the lowest to the highest educational institution in the city at a minimum of expense to their friends." An attempt to secure that some of the scholarships should be tenable at the older Universities was not successful. Perhaps the most interesting feature of the scheme is the provision for the teaching profession. There are 30 training college exhibitions of £20 a year for two years, and each year 300 bursaries (220 for girls and 80 for boys) are offered for pupil-teachers. These bursaries are tenable for two years in "any approved secondary school."

As the year that has just closed is the first complete year in which the Act of 1902 has been administered, it is interesting to note that with an estimated population of about 630,000 the city has 111,000 children on the books of the elementary schools, and the average attendance in November was 97,361. There is accommodation for over 125,500. The numbers are fairly equally divided between provided and non-provided schools. In Salford, on the contrary, the non-provided schools outnumber the others in the proportion of nearly two to one, and the average attendance is about 37,000.

BIRMINGHAM.

Since my last communication the University has made a number of important appointments, and has received one munificent new endowment. The Chair of Anatomy has been filled by the election of Dr. Arthur Robinson, the Professor of Anatomy at King's College, London; the new Chair of Electrical Engineering has been given to Mr. Gisbert Kapp, Lecturer on Dynamo Construction in the Technical Institute of Charlottenburg, Berlin, who will come into residence in September next; and the Chair of English Literature, vacant by Prof. Macneile Dixon's transference to Glasgow, has been filled by the appointment of Mr. J. Churton Collins, the eminent writer and lecturer in various departments of English literature. Amongst minor appointments may be mentioned that of Mr. J. F. Gill, M.Sc. (Vict.), as Demonstrator of Mechanical Engineering, and the temporary engagement of Mr. J. F. Dobson, M.A. (late Scholar of Caius College, Cambridge), as Lecturer in Greek, in succession to Mr. J. H. Hopkinson, M.A., who has been appointed Warden of the Hulme Hall in Manchester.

The new endowment is that of a Chair of Music. The giver is Mr. Richard Peyton, a well known and public spirited citizen of Birmingham, who has taken an active part in the promotion of things musical in this city, and in particular has been one of the chief supporters of our

famous triennial Musical Festival. He gives £10,000 to the University in order to found a Professorship of Music, the only condition attached being that the Council should, in the first instance, ask Sir Edward Elgar to be the first Professor. The condition was gladly accepted, and Sir Edward Elgar is already appointed as the first Professor of Music. It may be mentioned that an additional £1,000 has been given by Sir John Holder towards the incidental expenses of a Faculty of Music.

During the month of January a considerable step forward has been made with the scheme for establishing a college for higher education in the North of Staffordshire. This district is situated at an inconvenient distance from Birmingham, and it has been difficult, if not impossible, for its students to attend the University here. An influential deputation appeared before the Staffordshire Education Committee on January 14 to suggest that the time has arrived for the County Council to take over the primary responsibility in the matter. The land for the college near the railway station at Stoke has been generously offered by the sons of the late Mr. A. S. Bolton, of Oakamoor, in accordance with their father's wishes, and already a very considerable sum has been promised towards the erection and maintenance of the proposed college. It is believed that there is special need in the district for organized scientific instruction in pottery and the kindred arts, and that such an organization would greatly benefit the whole industry of the district; the subject of mining would also be an important feature of the college. In addition to these technical sides of the scheme, it is expected that the college will provide a very suitable centre for the training of elementary teachers, both in the pupil-teacher stage and the training college stage. The general idea of the scheme, which was ably explained by its chief organizer, Mr. Albert W. Brown, M.A., was received with much sympathy by the members of the Education Committee, and it was generally felt that the establishment of the College had now been definitely brought within the pale of practical politics.

WALES.

Most of the County schools seem to have held their speech- or prize-days—for the latter seems to be the favourite term—towards the end of the year and the beginning of the present term; and innumerable speeches—good, bad, and indifferent—were delivered at these functions. The most curious of all these orations were spoken at the Aberystwyth County School. Sir Marchant Williams, the Warden of the Guild of Graduates, after repeating his usual complaint about the form and style of the Central Welsh Board report, criticized that institution on the ground that it was a mere “examining and inspecting syndicate.” It would be quite as reasonable to criticize a stipendiary magistrate because he imposed fines and sent offenders to prison. Mr. Austin Jenkins, Registrar of the Cardiff University College, said that the Central Welsh Board was an “extremely costly piece of machinery, and it was extremely doubtful whether it was quite as efficient as it might be.” It is evident that Mr. Jenkins's educational studies have not extended as far as investigation of the comparative cost and efficiency of inspecting and examining authorities. Mr. Vaughan Davies, M.P., announced that “as an educationist of many years' standing” (what is the qualification for being an “educationist” in these days?) “he could not for the life of him see what the Central Welsh Board had done to promote higher education in Wales.” Mr. Davies's educational eye must be suffering from cataract. It is only fair to the orators at other school speech days to say that their addresses were at least different from those given at Aberystwyth.

At the Annual Collegiate Meeting of the Court of the University of Wales, held at Aberystwyth, it was reported that 492 students had entered for the last Matriculation Examination, of whom 249 had passed, that the number of candidates who had entered for the initial degree examinations in the Faculties of Arts, Science, Music, and Law in 1904 was 867, being 92 above the number in the previous year, and that the total number of degrees awarded was 180, a figure far in excess of any previous year. It was resolved that after 1907, except in certain cases provided for, no courses be counted in a candidate's scheme of study unless he has completed matriculation—a matter of some importance to Welsh secondary schools. The chief subject debated was the draft for a supplemental charter and statute of affiliated colleges to provide for the requirements of higher technical education in Wales. It was resolved: “that, subject to such terms and conditions as may from time to time be prescribed by statute, the Court may by statute declare to be a college affiliated to the University in respect of any faculty or faculties in which the Court is empowered to admit to degrees any public educational institution which gives adequate instruction of a University character in such faculty or faculties, including, at least, one branch of technical or applied science and the subjects cognate thereto,” with the rider: “that the Court does not consider it desirable at present to take powers by the charter which extend beyond the requirements which are connected with the promotion of applied science.” The plain English of all this is that the Court is prepared to accept the Swansea

Technical College as an affiliated college, if its students confine themselves to higher scientific and technical studies, but will not encourage it to develop an Arts side, which seems an eminently sensible decision. After the meeting of the Court, a Congregation of the University was held for the purpose of admission to degrees, at which there was the usual boisterous clowning.

The Annual General Report of the Central Welsh Board for 1903-4 contains, as usual, very interesting statistics and pronouncements. A new system of inspection has been adopted whereby schools undergo a complete administrative and educational inspection once in three years, subsidiary inspections only being held in the interval. Last year 32 schools were visited for the purposes of the complete inspection by the Chief Inspector, the Assistant Inspector, Miss C. L. Thomson, Miss I. C. W. Thomas, and Mr. A. S. Way. On the school rolls there were 9,284 pupils (4,690 boys, 4,594 girls), an increase of 495 on the previous year. The assistant staffs of the schools were augmented by 20 assistant masters and 7 assistant mistresses. Of those who hold degrees it is interesting to note that 92 have obtained them at the University of Wales. The average salaries paid to assistant masters and mistresses were £130. 17s. 2d. and £109. 1s. 6d. respectively. The sum of £19,050. 17s. was expended on scholarships and bursaries; 2,638 pupils were presented for the written examination. Of these 1,443 entered for the Junior Certificate, 845 being successful, 781 for the Senior, 513 passing, and 181 for the Honours Certificate, 145 satisfying the examiners. About 30,000 scripts were sent in by these candidates.

The Chief Inspector in his report again emphasizes the urgent need of subsidizing the maintenance funds of the schools, an additional annual sum of not less than £40,000 being, in his opinion, required. He makes the suggestion that it would be well to make some deviation in the upper standards of elementary schools in the case of pupils intended to proceed to secondary schools—a suggestion which is not likely to meet with acceptance—and touches on the question of the differentiation of schools and the necessity of making greater use of the Welsh language. There are still, it appears, in the bilingual parts of Wales at least fifteen schools in which the Welsh language finds no place in the curriculum. The examiners, on the whole, are well satisfied. “The work in Scripture was satisfactory and full of promise.” In English Composition “the work was on the whole very satisfactory,” and in English Language “the teachers are thoroughly competent for their work, and the teaching is careful and conscientious.” The character of the work in English Literature varies: “the standard attained in the Honours stage was very satisfactory, that in the Junior stage often excellent, but a large amount of poor or mediocre work was sent in by the Senior pupils.” In History “the schools are making steady progress both in their methods of teaching and in the acquisition of historical knowledge.” In Mathematics the teaching is becoming more practical, the general standard of the work in Arithmetic being “satisfactory,” in Algebra “very good,” and a “very noticeable improvement” being seen in Geometry. “There was ample ground for satisfaction with the study of Latin”; and “the interest shown by the pupils in Greek was remarkably keen, the result of devoted and scholarly teaching.” The Welsh examiner is not altogether pleased with the position of his subject, but recognizes that “this is not the fault of the secondary schools, but is to be attributed largely to the neglect of the language in the primary schools.” The French examiner expresses his “admiration for the sum of good practical results obtained in the Principality”; and the German examiner reports that the work was “of better quality than formerly,” and that the number of pupils entered for the language was increasing. The work in Science was uneven; some schools doing well, others indifferently. The Chemistry examiner, however, is not so sparing of his praise as he was of his marks. In Geography the work, “while better than last year, still left much to be desired.” In Book-keeping “the results were distinctly good”; and “the quality of work in Shorthand showed considerable improvement.” Drawing was “very satisfactorily taught in several, and fairly well in nearly all, of the schools.” The standard attained in Domestic Subjects was “extremely encouraging”; and the examiner in Manual Instruction “was deeply impressed by the enthusiasm and intelligence displayed by teachers and pupils.” The record of the schools, it will be seen, is, on the whole, very satisfactory.

SCOTLAND.

The statistical reports of Glasgow and Edinburgh Universities for the year 1903-4 have been issued. The total number of matriculated students at Glasgow was 2,226 (of whom 413 were women), being an increase of 76 over the figures of the previous year. The total number at Edinburgh was 3,000 (of whom 312 were women), an increase of 10. In Glasgow there has been an increase of numbers in all the Faculties except Law, the greatest advance being made in Medicine; and in Edinburgh there has been a decrease in all the Faculties except Medicine. The number of men students in Glasgow

is still nearly 300 less than it was in 1889, when the Universities Act was passed, and Edinburgh is still more than 900 behind the figures of that year. But at Glasgow the number of women students has more than redressed the balance, and, apart from this, if the abolition of junior classes is taken into account, it may be said that Glasgow has practically recovered the loss of men students that inevitably resulted from the institution of the Preliminary Examination. Edinburgh, however, has still a considerable leeway to make up. The reports also contain a record of the additions to the endowments of the Universities in course of the year, most of which have been already mentioned in this column. Among the benefactions which have been received the Edinburgh report specially mentions a bequest by the late Misses Aytoun of a sum of £2,500 for the purpose of endowing, in memory of their brother, the late Prof. Aytoun, a Fellowship in English in the University. It is also mentioned that the recataloguing of the Edinburgh University Library is now practically complete and that nearly 210,000 volumes in the general library have been dealt with, in addition to the books contained in various departmental libraries.

A legacy of £5,000 has been left to Aberdeen University by the late Mr. William Knox, for the founding of bursaries and scholarships. The memorial of the late Prof. Fyfe is to take the form of a stained-glass window in the Library of King's College, Aberdeen. Mr. George Hope Stevenson, of Balliol College, Oxford, has been appointed Lecturer in Ancient History at the University of Edinburgh. Mr. Stevenson is a graduate of Glasgow.

Considerable interest is being taken in the Education Bill, which is to be reintroduced, probably with some modifications, in the next Session of Parliament. The Educational Institute discussed the matter at its annual congress at Ayr, and the Secretary for Scotland, Mr. Graham Murray, made it the main subject of his speech at the opening of a new school at Partick. Mr. Murray did not, of course, give any very definite anticipations of the proposals to be put before Parliament; but he laid significant stress on the necessity of paying well for a good system of education, and the duty of considering the country as a whole rather than concentrating attention on the peculiar conditions of particular localities. He insisted on the necessity of improving the educational ladder; but he decidedly opposed the freeing of secondary education, preferring the system of bursaries or allowances to enable pupils to attend secondary schools. And in this connexion he indicated his preference for the system of sending children to central secondary schools over the old system of endeavouring to combine secondary with primary instruction in the small schools of the country. He was quite decided in maintaining the principle of larger School Board areas, and he insisted on the need of improvement and reorganization in the matter of the training of teachers, holding that we should work towards the ideal (whether we could realize it or not) of having every teacher a University graduate. He also dwelt upon the importance of general culture as a preliminary to any sort of technical or specialized instruction. From all this one is led to hope that the changes in the new Bill will be sound and progressive.

An important Conference has been held in Edinburgh of representatives of the governing bodies of endowed schools. Several general resolutions were passed, although some of those present, having difficulties about special points as affecting local problems, declared that they had no authority from their trusts to vote. One resolution was in favour of (1) "correlation among bodies charged with the conduct of education in towns and districts; (2) a representative authority duly empowered to settle questions in dispute between such bodies; and (3) a national system of bursaries whereby children of promise may pass from the elementary to the secondary schools, and from the latter to the Universities and technical colleges. Further, that higher grants in aid are required to meet the increased cost of secondary education." Another resolution was "that in remodelling the national system for the training of teachers the needs which secondary schools have for more highly trained teachers should be kept in view. Further that, as far as possible, teachers, both elementary and secondary, should be drawn from those who have had a thorough secondary education." The resolutions are to be sent to the various boards of governors of endowed schools, and a representative committee is to be formed to receive reports from these boards, and to formulate a policy to be laid before the Secretary for Scotland. It is most desirable that the endowed schools should be, as far as possible, fitted into the general system of secondary education which may be developed under the new Bill, and it is to be hoped that local and personal prejudices against such a correlation will be overcome.

NORTHAMPTON INSTITUTE, LONDON.

Mr. H. M. Hobart has been appointed Lecturer in Electrical Engineering Design in succession to Mr. E. Kilburn Scott, who has been appointed Lecturer in Electrical Engineering in the University of Sydney. Mr. M. Holroyd Smith has been appointed Chief Assistant in the Mechanical Engineering Department in succession to

(Continued on page 120.)

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CLAPHAM HIGH SCHOOL.—In the Secondary Training Department, the Cambridge Teachers' Certificate was gained by Miss Phillimore and Miss Blenkarn, and the London Teachers' Diploma by Miss L. Oram and Miss E. Oram. In the examinations of the National Froebel Union the following certificates were gained:—Elementary Certificate: Misses V. Noble (Certificate of Distinction), D. Barrett, T. Jack, C. Parr, V. Pegler, J. Purvis, R. Whitten, B. West Watson. Higher Certificate: Part I.—Misses M. Cottingham and M. Köster; Part II.—Misses L. Bury (First Class Certificate), K. Burgis, W. Hopwood, M. Ward, W. Maynard (Distinction in Blackboard Drawing), F. Snell (Distinction in Blackboard Drawing), C. Edwards (Distinction in Gifts and Occupations and Blackboard Drawing). In the Local School Examinations of the Associated Board of the Academy and Royal College of Music, Piano (Higher Division), the following passed:—R. Barber, M. Barnard, L. Harrison, G. Lewis, D. Lidiard, K. O'Connor; Harmony (Higher Division), E. Blaxland (Honours). Local Centre Associated Board Examination:—Piano: Intermediate Grade—H. Thornton; Advanced Grade (Special Certificate)—G. Cockrell. Metropolitan Examination: L.R.A.M. Diploma—I. Bideleux.

HARROW.—Mr. Frank Marshall has, to the universal regret of the school and the neighbourhood, resigned his mastership after thirty-five years of service. He has done much to advance mathematical study at Harrow, and he was no less keen in promoting music and natural history. His house was deservedly one of the most popular. Sir A. Hott succeeds him as house master.

NORTHWICH HIGH SCHOOL.—The distribution of prizes took place on Monday, December 19. French, Latin, and English recitations, songs, and musical drill were given by the pupils. Six girls passed the Oxford Local Examinations, and many First Class certificates were gained in Science, Mathematics, and Drawing in the Board of Education examinations.

PORTSMOUTH, GIRLS' HIGH SCHOOL.—Dorothy Brookes has obtained her L.R.A.M. Miss K. Thompson has left, and the mathematical work is being taken by Miss E. S. M. Baguley, while Miss C. A. Morin has filled Miss Hogg's place as kindergarten mistress.

ST. OLAVE'S GRAMMAR SCHOOL.—The following are the recent successes obtained by boys in the school:—E. J. Cushion, an exhibition of £40 a year at King's College, Cambridge, for Classics; S. W. Grose, an exhibition of £30 a year at Christ's College, for Classics; E. W. Harber, an exhibition of £30 a year at Trinity Hall, for Natural Science; and T. J. Wood, an exhibition of £20 at Queens' College, for Mathematics.

WOLVERLEY SCHOOL, KIDDERMINSTER.—The following have been elected to entrance scholarships:—Montagu Travers Morgan, William Percy George Bullock, George Gerald Randall Bott, Arthur Kenelm Swallow, John Norman Butler.

OBITUARY.

HENRY WEIR.

MANY Scotsmen will learn with regret the death of Mr. Henry Weir, M.A., who for nearly the life-time of a generation was the most popular master of the Edinburgh Academy. In his day, a boy entered under a particular master, with whom he remained all his school life; and Mr. Weir took such a lead in this competition for pupils that his classes often numbered not far short of a hundred. To do justice to such numbers is not in mortal man; but Mr. Weir went far towards the impossible by remarkable devices of pedagogy that deserved fuller note. He made his personality felt in a union of Cambridge scholarship with the humorous shrewdness of an old Scotch dominie, and it may be mentioned that he kept his huge classes in order with hardly any need for punishment; while those who cared to learn know well how much they owe to his teaching. Among the many pupils who passed through his hands were the Duke of Argyll, Lord Francis Douglas, killed on the Matterhorn, the Lord President of the Court of Session, the Attorney-General, Sir Thomas Raleigh, and a host of men who have made their mark in the professions. After being pensioned off by the school to which he gave so much of his life, he tried coaching work in London, and almost to the end showed singular alertness of mind in taking up the study of fresh languages. He died at Chiswick on December 3, aged eighty-eight.

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A COMPARISON BETWEEN ENGLISH AND FRENCH SECONDARY SCHOOLS.*

By CLOUDESLEY BRERETON.

(Continued from page 29)

LET us now pass to a consideration of curricula in the two countries. In France, as you know, a great reform has just taken place. The new programme has been so arranged that the secondary proper part of the *lycée* serves as a continuation school to primary education. Furthermore, the secondary proper stage is divided into two courses, each complete in itself, one finishing at fourteen or fifteen and the other at seventeen or eighteen, each section corresponding roughly to the German distinction between the *Realschule* and the *Oberrealschule*, though pupils leave a year sooner. Unlike the German schools, in which sides are comparatively rare, the French schools begin with a bifurcation at the outset between classics and a modern education. These in the second cycle become further differentiated into four different courses—the Greek-Latin, the Latin-Modern Languages, the Latin-Science, and the Science-Modern Languages. In some ways the new reform recalls the *Frankfurter Lehrplan*. Languages are taken up singly and studied on the intensive system, while modern languages are studied before classics.

It seems unlikely that all these four types will always be found in all schools, and many apprehensions have been expressed as to the ultimate fate of classics. The French Government have, in fact, established a sort of universal suffrage on the part of the parents as to which courses shall be maintained or discontinued; for the choice of the parents will ultimately decide the fate of the less popular courses in the majority of localities. Until a month ago the organization of English secondary education was more or less chaotic. The recent Regulations for Secondary Schools recognize, however, three types—classical, modern, and commercial, each type with a leaving age of nineteen, seventeen, and sixteen—that is to say, nine sorts of schools in all. The school authorities are

* Lecture delivered to the students at the London University Holiday Course, August 8, 1904.

allowed, as has been already stated, to draw up their programmes subject to the central control, and in certain cases "sides" will be allowed. They will, therefore, be able to adapt their curricula to local needs and, in fact, the utmost elasticity will be allowed, subject to the conditions that the programme shall give, on the whole, a general education with at least a four years' course. We shall have to trust to inspectors for seeing that the standard in these various schools is maintained. Theoretically we shall thus have a system even more flexible than the French, but it will be some time before we are able to get it into full swing, more especially as those schools which do not receive public grants are still to a great extent a law unto themselves.

The teaching of the different subjects is sufficiently important to serve as the basis for an entire lecture. Here I can only emphasize one or two points in which there is a striking divergence of aim. To take the mother tongue first. While the English boy mainly studies classics for their own sake, the French boy rather studies them for the assistance they give to a fuller and more complete expression and appreciation of his native language and literature. The mother tongue is often sacrificed to classics in England; but in France, if anything is sacrificed, it is rather classics to the mother tongue. Many scholars in England still believe that English is best incidentally picked up through learning Latin, as if the best view of Nature were to be obtained through coloured spectacles. Happily, the opposite is maintained by the reformers in modern language teaching. They insist that a good grounding in the mother tongue is indispensable, and their views are everywhere gaining ground. The insistence of the "New Methodists" on the need of developing the oral side of modern language teaching must also have its effect on the teaching of the mother tongue. People must sooner or later realize the absurdity of aiming at fluency in modern languages while leaving the pupils tongue-tied in their own native speech. France offers us a most valuable example of the way in which oral narration in the mother tongue is made preparatory to the practice of written composition. Equally valuable is her example in the methods of teaching composition itself. The practice of translation from foreign languages has made the majority of our schoolmasters blind to the fact that style means something much more than mere grammatical accuracy or nice phraseology. Composition to their minds too often means a mere reproduction in a Latin or Greek medium of some passage taken from an English writer, which is really a matter of fitting in the right word or phrase, of reproducing in a classical mosaic a design already given in English. They fail to recognize its fuller, truer, and really classical meaning of composing, of putting together, of construction. They thus confound the talent of the mosaic layer with the perfectly different one of the original artist.

The French insist that all their pupils should prefix to their compositions a plan or skeleton which indicates the line of thought they have taken. We might well copy this example. In the same way we might imitate their methods in the teaching of literature. At present our school editions of standard authors are so over-annotated that the pupils study the notes and neglect the text.

In classics, again, the aim in the two countries appears to be different. In France Greek and Latin would appear to be treated rather as a means of literary and rhetorical training, whereas in England they are rather used as an instrument of mental discipline. The ideal in the one country is rather culture, in the other scholarship. While we lay stress on the "*didicisse fideliter artes*," and expect the "*emollit mores*" to follow as a matter of course, the French would rather seem to lay stress on the "*emollit mores*." The standard of classical attainment in our English schools is probably higher by reason of the disproportionate time given to those subjects in the school time-table; yet it is probable that, owing to the prolonged preparation required by the *agrégation* and the *doctorat*, there is in the end nothing to choose between the best French and English scholarship, the only difference being that we use up more raw material in the process in the shape of unsuccessful students. For the teaching of modern languages both nations have now adopted more or less the New Method. Probably the French have made more rapid progress in the last few years, as the State schools have one and all been obliged to follow the new departure, while with us the chief

force is an enlightened public opinion backed by the crusade of a few ardent reformers.

In the teaching of history the French programmes have been recently altered with a view to eliminating to a certain extent the battle and siege element in order to find more room for constitutional and social history. At the same time general notions are given of ancient history, which is really the embryology of our civilization. English history is probably unique in its long sequence of orderly growth and development, but its very length makes it difficult to cover the whole ground. We are still too much hampered by studying history in watertight compartments, called "reigns." We forget that, though "The King is dead," "Long live the King!" follows immediately after, while the world very often goes on much as usual. We need to study our history—at least, at first—more under the form of movements. At the same time, we scarcely make enough use of history for the teaching of patriotism—not, Heaven forbid! of the Jingo "Let 'em all come" type, but as the annals of the race, in making the pupil realize that he is the descendant of a people whose nationality is more than a thousand years old.

Geography in France is still mainly connected with history. The recent school of reformers in England would rather connect it with science. This seems only logical. History does not explain geography, but geography history; and geography, as its German name implies, begins with the study of physical features and then proceeds to their effects on political geography. In mathematics the French teacher possesses, or possessed till recently, two great advantages over his English *confrère*. He has no complicated weights and measures to drill into the smaller boys, nor is his teaching of geometry hampered by having to be given in the antiquated form of Euclid. Moreover, the French arithmetic is not overloaded with a mass of recipes for sums which are far more easily solved by algebraical methods. We have at length banished Euclid from our schools; we are permitting a much wider use of algebraical symbols; but we are still tied and bound by the chain of our weights and measures.

In science, and especially in the teaching of practical work, the English schools are probably ahead of the French. M. Liard has recently said that what was wanted in France at the present time was a great bath of science. We may, therefore, expect a large increase in the bath-rooms of science—to wit, laboratories—in the near future. There is, however, one subject which figures conspicuously on the French time-table but which is only touched on incidentally in English schools—I mean philosophy. As taught in French schools it serves not merely as a *résumé* and *Erklärung* to the pupil of his previous education; it also provides him, as it were, with mental pigeon-holes in which to distribute his future experience.

The mere fact of teaching the pupil to examine, analyse, and classify his ideas and arrange them in a coherent whole seems to me to be of the highest value. Unification of ideas and personality are closely connected. Nor is the training merely one in logical thinking. Quite a third of the course is taken up with the study of *la morale* proper, whereby the pupil acquires definite principles and ideals for his future life as an intelligent being and as a citizen in a free State. I cannot help feeling that our home-bred contempt for theory would be lessened were such a sort of training given in our schools. And, to judge by the report of the head masters for the province of Saxony in Prussia a year or two back, the same need is felt in German schools. Obviously we must have something clear and lucid like French philosophy—which is not, however, by any means so shallow as many think at first blush. The depth is really there, but the bottom is seen so easily because the *milieu* is so transparent.

I now pass to what, after all, is the most important part of the schools themselves—the boys; and, first, I would say a word on the question of mental maturity. If power to express oneself with comparative facility and clearness, to seize readily the gist of questions and to handle with relative ease abstract and philosophical ideas be signs of maturity of mind, the French pupil is certainly in advance of the English boy of the same age. Undoubtedly, again, his literary and æsthetic sympathies are correspondingly more developed. Some of this intellectual expertness must be set down to the fact that secondary education in France goes back even still further than secondary education in England; and that, while the

Universities and the schools had also their dark age in the middle of the eighteenth century, the traditions of "bien dire" and "bien écrire" were never lost. But a still greater part of this apparent precocity is due to race and environment. The French are naturally quick and vivacious; they have a mind that leaps to conclusions (*prime-sautier*). Happily the leap is generally correct, though, if they go past the point, it is often a little difficult to bring them back to it. Again, the French boy and the French girl come to physical maturity earlier than the English. One has only to compare the whiskered and bearded pupils who are not uncommon in the upper classes of the *lycée* with the comparatively smooth-faced English boys of the same age in order to realize the difference. Having gone so far, I feel I must now go the whole hog, and attempt, though the task will be a difficult one, to give a short sketch of the French boy and his English *copain*. I will not do more than allude to the lack in French education of the large social side of school life which has so profound an influence for good on the English boy. In the light of certain unfavourable circumstances that affect his bringing up, I am always surprised at the wonderful possibilities in the French boy's character, and inclined to attribute the majority of his faults to the untoward influences mentioned above. No one, I think, can fail to be struck with the quickness and sureness of his intelligence. He is naturally polite, obliging in the small things of life, affable, and cheerful. He possesses to the full that appreciation of life which is the mark of his race. For him the question is not whether life is worth living, much less whether it is a bore, but how he can best get the most out of it by way of pleasure and amusement. As art to the Greeks was not synonymous with mere monetary outlay, so the French boy does not confound pleasure and expense. He is therefore generally in good spirits; and, if he is rather fond of "la blague" (a curious admixture of conceited exaggeration and intentional humbugging), are our boys always devoid of swagger or of trying to "green" a "new chum"? Again, is not this inflated manner of talking, when applied to the authorities, a subtle way of taking his revenge on the despotic *régime* under which he fancies he groans and which he thus hopes to temper with his epigrams. That he is a "frondeur" at times cannot be denied, yet here again it is, no doubt, because he feels that such an attitude is the only one by which he can maintain his independence in the presence of an authority more intent on imposing itself than on getting itself accepted ("Sentie plutôt que consentie"). If he is rather lacking in endurance, can one blame him, when one sees how everything conspires to keep him dependent on his parents? Our boys of sixteen and seventeen have often a regular allowance, on which they are expected to clothe themselves and defray their out-of-pocket expenses. Occasionally deficits occur which result in forced contributions from the parents, but the system of making a boy manage his own income and balance his own budget works, on the whole, very well. The French boy, as far as one can learn, has no such financial liberty while at school.

I now pass to the English boy. To describe the life of the English boy at school is often—at least, as far as the boarder is concerned—to describe the happiest years of his whole life. It begins in his preparatory school, in which, life, if anything, is made too easy for him. It continues on through the public school, which he enters at the age of thirteen or fourteen. But probably the best time of all comes with the years sixteen to eighteen or nineteen, when he begins to be some one in the school: is made a house or school monitor, gets into the sixth form, and plays for the school at cricket or football. The present is so bright and so absorbing that he scarcely thinks of the future at all. If it is present in his mind, it is only as a vague and not unpleasing contingency. Every year sees him clothed with wider authority and prestige. The healthy open-air life, the pleasurable sensation of growth—even if they rarely rise above the level of sub-consciousness—form a solid foundation to the joys of his existence. His *milieu* is in sympathy with him, and he with his *milieu*. If life means not merely a preparation for each successive stage, but also the living out of each stage as if it were an end in itself, then as regards the latter ideal the English educator may be held to have come nearer the mark than any other modern educator. Boyhood is certainly not sacrificed. The severest critics of the system can only say that it is unduly prolonged, and that, while we make in many ways the transition to manhood easier than elsewhere,

we neglect the intellectual side too much, and defer till too late the idea that a choice of a career is imperative on all. We do not sufficiently insist that a career should not merely be a sort of *pis aller*, a kind of refuge for the destitute, a *corvée* imposed on us by the stern necessity of having to earn our daily bread; but a calling, a vocation, a life-work in the highest sense.

Gray, no doubt, was right, in the main, when, watching the boys at their games, he wrote:

Where ignorance is bliss, 'tis folly to be wise;

but there is a point at which ignorance unduly prolonged leads to a rude awakening. The portals of every profession are getting every day more crowded, and entrance and subsequent success depend more and more on early preparation—not specialization, but self-preparation, self-dedication, if the word is not too strong, to the career one intends to follow. The day of the amateur in all professions is slowly passing away, and it is more and more being realized by the thoughtful that education, in order to prevent the multiplication of *non-valeurs* and waste products, must more and more undertake the task of organizing the selection, not so much by constructing an elaborate system of examinations—sieves for sifting out the unfit—as by adding to its duties that of impressing on the young the need of choosing a profession and taking, if possible, an interest in it while still at school. With all the insistence that our education lays on the cult of activity and the cultivation of the will, it seems somehow to have forgotten that these pure sciences need also to be taught in an applied fashion to be really fruitful. We turn out hundreds blessed with good intentions and strong in potential energy; but we neglect to teach the application of these to the task of daily life. "Vis consili expers, mole ruit sua." The State receives batch after batch of well affected citizens who have, however, been but ill-trained in one of the most important branches of citizenship—that of adding to its general productivity by being an efficient worker. We have got to add to the catalogue of virtues taught at school the virtue of the producer. No doubt the *city* boy, who passes his time half at home and half at school, lives in a more varied atmosphere than the boarder; but, none the less, there is scarcely a secondary day school in the country to which the influence of the public-school tradition does not extend. If it was not in the school originally, it has been brought there by members of the staff, who, being old public-school boys, have acted like missionaries in sowing the good seed through the length and breadth of the land. What is the tradition? A *résumé* of the works of Thomas Arnold and Edward Thring and of their numerous disciples, with readings in "Tom Brown," would alone give an adequate idea of its many-sided variety.

But, if one desired to sum up the dominant character of its spirit, apart from the religious basis on which its founders placed it, one must strangely enough have recourse to our French neighbours, who in this, as in so many other matters, have done its thinking for Europe. To them we owe the coinage of two phrases, "noblesse oblige" and "esprit de corps." The former, Norman and aristocratic in origin, is an epitome of all the virtues that formed the stock in trade of the ancient schools of chivalry and mediæval knighthood; the latter, more in sympathy with the Anglo-Saxon spirit, embodies the old civic ideal of a living corporation and the modern conception of organic oneness. In these two phrases all moral and civic instruction seems to be comprised—the one laying stress on the obligations of the individual to himself and other individuals, the other on his duties to his fellow-citizens and to the State. No doubt to Thring and Arnold the ideal of school was not merely that of a republic of free aristocrats, but a veritable "civitas Dei." Just as the mediæval doctors wove into the fabric of their religious belief many of the doctrines they found in those pre-Christian doctors of the Church, Plato and Aristotle, so the leaders of the educational renaissance of the nineteenth century found much of their inspiration in the classical and knightly traditions of the past in their desire to give an education not only of a Christian, but of a gentleman, to make the schools in the widest sense schools of manners.

In studying the manners of the English public-school boy a foreigner would probably be struck by his frankness, independence, absence of swagger or affectation, and easy assurance, which consisted of a large dose of self-satisfaction, probably

well grounded, and tinged with a cheerful disregard of, or indifference to, the opinions of strangers, not unmixed with contempt, when they were not of the same way of thinking as himself. On the other hand, he would note a curious readiness to swear by everything enunciated by those who were the bell-wethers of public opinion within the school itself, and would realize that the Englishman's preference for men rather than measures goes deep into the national character. A closer acquaintance would probably show that he had a regard for truth and a keen sense of honour; that he could keep his temper; that he had pluck and endurance; and did not boast about what he had done, if he did not rather ape humility in pretending to pooh-pooh it altogether; that he was loyal, honest, and trustworthy; his extremely limited vocabulary of English undefiled would astonish our foreign friend, who would be further bewildered by his flow of slang; nor could the amazement of the critic diminish on learning that this very slang was regarded as part and parcel of the school life, and any attempt of the authorities to put it down would involve a language question to which even Bohemia could offer no parallel. In fact, our critic would speedily discover that the English boy is intensely and violently conservative, that procedure is his principal guide in life, and precedent its chief illumination; that Mrs. Grundy's reign in the social world is nothing to the cast-iron *régime* which rules within the precincts of Harchester; that innovation can only come when Brown *primus*, the head of the school, or Jones *primus*, the captain of the eleven, decides to innovate; and neither, they all know, will ever innovate rashly. Our critic will also probably wonder at the narrow sphere of interest in which the pupil lives, and, while approving the zest he gets out of life, and the excellent terms on which he generally lives with those in authority, he will rate less highly his general ignorance of literature and art and pity his contemptuous attitude towards them. More remarkable still will seem to our foreign friend his absorbing interest in games—so much so that the former may, perhaps, ironically ask whether the schools themselves are not really gymnasiums in the literal sense of the word, whose aim is to produce a race of professional athletes, boatmen, and "sportmen" generally. He would be surprised to learn that, while in France the majority of young Frenchmen dream, from their earliest years, of obtaining a snug berth under the Government for the rest of their natural lives, the English boy is often so light-hearted that he has not seriously considered the future at all, but trusts to luck for "something to turn up."

Our critic will probably look with disapproval on the orgies that sometimes take place in the school tuck-shop, and be not unamused to learn—on remembering the "butter" towers of his own cathedrals, for which mediæval indulgences furnished the necessary funds—that modern gluttony had been utilized towards meeting the cost of substantial additions to the fives courts, and other athletic *desiderata* of the school. In religion our critic would discover that the pupil, as a rule, belonged to the Church of England as by law established, and that the numerous problems which engaged the mind of the philosophical youth of thirteen abroad rarely troubled the head of one whose piety, like that of his race, was mainly of a practical nature. One word in conclusion. No one is more conscious than myself of the imperfect and fragmentary nature of my comparison—I can only hope that I have not only indicated some of the defects, but also brought out the merits and strong points, of the two systems. At all events, I trust that the moral I would draw is plain—that it is the mutual advantage of the nations to profit by one another's experience.

"OUR COMPLICATED SYSTEM."

II.—CONCERNING THE TEACHING OF GEOMETRY.

THE indecision and indefiniteness of aim which have resulted in the present chaotic time-table of the ordinary public day schools underlie even the principles upon which they base their claim to exist. The discussions upon education at the last meeting of the British Association revealed the extent and mischief of this want of unity of aim. The one hopeful thing is that, with the reorganizing of secondary schools which makes possible for the first time some general survey and control of

a district by a responsible authority, the wasteful overlapping and jarring rivalry between different schools may be lessened. For any one worth being retained as part of the educational equipment of a locality may perhaps be required to formulate, and to adhere to, some one clear and definite aim. There is no need for each to emulate the Whiteley of retail commerce, and offer to adapt its curriculum to the winning of University scholarships in classics or literature, and at the same time to encourage early specialization in technical subjects—such as shorthand and building construction. Undoubtedly the temptation, even the need, for such adaptability, is keenly felt by the smaller grammar schools in provincial towns: but even they would be well advised to determine some limit to their endeavour to offer all wares in their small baskets. The large school that draws its pupils from all parts of the country as well as from the immediate neighbourhood may quite be able to have its "classical" and "modern" sides, and to prepare efficiently for the "University" or the "city." But for the small school, with but between one hundred and two hundred pupils, such combinations are not only undesirable but mischievous.

For, though there is no necessary divorce between sound learning and a "leaving certificate," the subjects and methods that conduce to the acquirement of the one are not of great value towards the obtaining of the other. When, therefore, the *raison d'être* of a school is to furnish the youth of the neighbourhood with the modern equivalent of the "three R's," together with the desired *modicum* of science and mathematics, this condition should be fairly faced and honourably fulfilled. An elaborate apparatus of examination machinery exists only to test these modest acquirements. But where there is no imperative demand for this necessarily narrow conception of education, there should be no paltering with wider aims merely to attract an additional pupil or two or to rival other organizations. We would say to one or more schools in every town where there are schools (deserving the name) of various grades: "Dare to be literary"; "Dare to proclaim your work to be the opening of the gates of knowledge—not the administering of little packets of marketable information"; "Dare to plan teaching and curriculum so as to develop faculty and inspire noble enthusiasms." It is a crushing conviction that much of the work of the teacher in preparing and imparting the intricate simplicities of the various "sections" of an examination schedule consists in reducing, rather than enlarging, capacity in the pupil; in hampering, instead of stimulating, intellectual enterprise; and in permanently staling things of truth and beauty which should be fresh and vivifying through life.

It is not only in such subjects as literature and history that this regrettable inversion is possible. The impatient clamour that seemed about to succeed in reducing the study of geometry to the level of paper-folding may have had its origin in the specialized needs of budding engineers; but much of its development is due to the misconception that technical expertness is a satisfactory substitute for grasp of principles. Certainly the one can be taught, while the other can only be striven for; the one can be brought within the range of Mr. Cocker's immortal encomium of his "Arithmetic"—"suitable to the meanest capacity," and the other involves at least a little wholesome climbing. The increased mental vigour, the developed *intellectual* expertness that result from the one have no counterpart in the mere possession of a larger number of mechanical tricks in the other. It may be that no one whose opinion is of any weight upon the matter of education, or of the special subject geometry, has ever conceived such a substitution possible. But the many who do not think, but only translate into action what appears to be the general trend of thought, are viewing the present state of flux with fortitude. The rush of appalling little manuals designed to enable anybody to teach the recondite mysteries of geometrical drawing in its early stages is hardly over; and numbers of teachers unable, through the faulty grading of their classes or their own limitations, to teach geometry as a science are preparing, with the aid of cheap rulers and compasses, to accomplish "constructions."

To those who have watched the crescent, triumphant, and waning popularity of the various aspects of school subjects during the past twenty years there is a touch of irony in the position of things. After a long struggle, the rigours of the South Kensington method of studying and copying form were removed, and replaced by the more intelligent system which we identify with the name of Ablett. It is one of Time's re-

venge that the implemental drawing of geometrical figures should take the place of a subject of intellectual discipline, and, apparently, be accepted as evidence of some kind of ability in the candidates for the Cambridge Previous Examination and the Oxford Responsions.

Indeed, it is suggested that it is in the interests of the large body of young men of no particular mathematical capacity who proceed to the Universities that much of the relaxation is due. For the few, comparatively, who have such capacity the interest of the study will in future apparently begin after matriculation.

The observer of twenty years, if also a practical teacher, may be pardoned for doubting if so drastic a revolution is really called for. There would be cause for much pessimistic depression—as invited by the recent researches of Dr. Karl Pearson—*anent* the mental power of the younger generation, if such doubt were not thriving and vigorous. Years of bad teaching on faulty methods by untrained and often ill-equipped teachers may have resulted in the crystallized conviction that only a boy here and there can learn geometry. For the rest boredom, want of comprehension, burdened memory, and stupefaction! Fortunately, no such idea is yet traditional about girls. Perhaps on account of the greater elasticity of administration in girls' schools, the system of divisions of classes for synthetic subjects, and a judicious application of the principle of parallelism in the building of the time-table, it is unusual to find the grading of classes such that no progress can be made with an exact science. Also, possibly through the idea—accepted almost to exaggeration amongst women teachers—that pupils are to be *taught* rather than to be *made to learn*, it is the exception to find any general incapacity for geometrical work amongst girls. Many of the recommendations of the Mathematical Association have undoubtedly been anticipated and practised by the mistresses responsible for the subject, all unconscious that they were thus performing the part of pioneers.

The grouping of subsidiary propositions of Euclid's text about certain main ones; the recognition of some truths as fundamental, whether appearing in the text or not, and of others as riders upon, or deductions from, them; the elucidation of theorems by means of others which are seen to lead directly up to them; the use of alternative modern proofs when greater neatness is thereby attained; and the study of Euclid, Book III., 1-32, before Book II. are amongst the established precepts of the practical teacher. Of mere surface matters—in which some of the most ardent reformers find an apparently novel delight, as of something strange and new—it has been the custom for years to exact reasonably accurate figures reasonably placed upon the page, neatness of statement and repression of wordiness, straightforward instead of circumlocutory description, and (finally) the use of heavier or coloured lines for exhibiting salient features of the diagrams. This last named device is at present in high favour; so potent is believed to be its employment that we almost hope to make up for lack of reasoning power by means of a box of coloured chalk. But the devices of the teacher, however successful when based upon real principles and dictated by knowledge of and sympathy with the difficulties of the learner, are useless when copied merely as details of method. There is some danger lest, in the wealth of published devices in the shape of little text-books, the wavering teacher should forget that the real aim of the study of geometry is the training of the reasoning faculty, in the multitude of constructions and measurements easy to make and more than easy to forget.

Those teachers who have been able to watch the developing mental power of the quite average pupil under the discipline of a studied and digested course of elementary geometry will reluctantly fall in with the demand for reducing the subject to its merely technical and calculating aspects. There is, however, still sufficient liberty left for those who desire it to maintain the intellectual side in teaching it. Even though the large majority of pupils subjected to the training never acquire anything like expertness in the solution of riders, the practice in attempting them, the habit of thought engendered in the methods of reasoning, and the occasional illumination of the whole mental outlook when some truth is even momentarily grasped are one and all too valuable to be exchanged for any mere draughtsman's skill.

The allied subjects, arithmetic and algebra, should be recognized in connexion with geometry, and especially in the truths whose common-sense side, so to speak, tends to become

obscured by the archaic Euclidean phraseology. But nothing is ultimately gained by removing every statement and conception from its "general" to a particular form. When every set of three equal numbers of inches has been utilized to make triangles, there is still *the equilateral triangle* to be thought about. Nor should all reductions of the abstract to the concrete be considered, or termed "verifications": they are usually only illustrations, and the mind that persistently "verifies" by means of the more obvious becomes more and more akin to that of our primitive ancestors. We read that, in early stages of social intercourse, the system of barter prevailing, when a bargain was driven that so many skins should be considered equivalent to two sheep, each set of skins and each couple of sheep had to be set out before the whole assembly. No trust could be placed in the general equivalence of seven skins for two sheep!

To return to the keynote of these articles. We have to decide what is the aim we set before us in teaching boys and girls such a subject as geometry. When Sir Isaac Newton went to Cambridge Euclid Books I. and II. formed the ordinary amount of geometry read. The "Preliminary" candidate of Oxford and Cambridge of to-day sniffs audibly at the tidings. "People are so much better educated nowadays" is his, and especially her, optimistic conviction. And, having caught the trick, hundreds of pupils yearly send up fairly written, correctly stated, proofs and constructions, as to which they, many of them, privately maintain a perfectly open mind. These tests, however, are but the field-days of intellectual athleticism. On such occasions the successful leapers who clear the bar are perhaps the fortunate few; but the real gain belongs to the past hours of steady practice and effort, when the false start was often made, the moment misjudged, the bar fouled—but the endeavour stirred the sluggish mind and braced the flaccid muscle, and in each individual did something to remove awkward incapacity. It will be much if, in "our complicated system" of secondary education, time and place can, in at least some schools, be reserved for studies and methods of study that enlarge and develop faculty and enrich the motive power of intellectual requirement. With the greatly increased opportunities, how much greater is the love of knowledge! With the many incentives to acquire it which proclaim its worthiness for its own sake, the fault certainly cannot rest with the children themselves, if, after their years at school, they are seen to enter upon life in the world destitute of resources, incapable of busying or amusing themselves, and craving always for something to be done for their entertainment. There is a sentence in the writings of Isaiah that suggests a condition of vague ill-being and misery—"Thou hast multiplied the nation and not increased the joy"—which seems sometimes oddly to express the disappointing results of a degraded ideal of education. The immense responsibility of every person interested in the true welfare of those that come after us, no less than of every thoughtful teacher, is the imparting to young minds the idea, and the awakening in them of some responsive conception, of the worthiness of life and the joy of generous endeavour.

S. C.

A DIFFICULTY CONNECTED WITH FREE BREAKFASTS.

MUCH is being written about the feeding of hungry children in the elementary schools, and wiser heads than mine are dealing with the social problem involved in the question. Among the many details discussed, however, I have nowhere seen mentioned a difficulty which nevertheless has to be faced by those who undertake to carry out the various remedial schemes suggested. This difficulty lies in the fact that, however benevolently the feast may be spread, it is not always easy to induce the children to partake of it. The reason of their unwillingness is not occult: it lies in no innate pride, in no deep-rooted hostility to the powers that be, but in the simple truth that on cold winter mornings our children prefer their bed to their breakfast. Breakfast is dispensed at 8.30; school does not open till 9; and the extra half-hour is a luxury which our imprudent little ones do not care to forgo.

Should any one doubt the truth of this statement, let him compare the elementary-school register in any of our city

slums with the weather report for the same place and time. He will find that, although wet weather does not in any degree affect the attendances, frost and snow will sensibly increase the number of absentees, and will almost double the number of late scholars.

I know a school—probably one of many—where free breakfasts were provided for one winter at least, but were necessarily given up at last, because the children could not be persuaded to come to them. Yet it is difficult to imagine a sadder spectacle than that of the little "sixes" filing into school on a cold winter morning. Here they come, trailing in one behind the other in a disconsolate line; some maintaining bravely the sturdy eagerness of tiny children, though their hands are blue and their faces drawn; others stiff and dazed, with stupid eyes and listless gestures. Some wee children are crying quietly; and, even when a good stamping march, with much vigorous hand-clapping, has combined with the cheerful warmth of the room to restore animation to the majority, there are always a few for whom no such efforts avail. The account these poor mites give of themselves is a pathetically reiterated, "I don't feel well." And, indeed, there is no wonder that they "don't feel well"! I myself have seen a girl in school wearing no other clothing than a cotton overall and an old chenille tea-table cloth pinned shawl-wise over her shoulders. Boots, of course, were there; whatever else may be lacking, in an English school boots are *de rigueur*, winter and summer; even when, as sometimes happens, the little six-year-old girl wears her father's number tens bent double over her foot, and bound round with string to make a fit.

These are the children who refuse to come out in the early morning to eat the hot breakfast which is freely offered them. At first sight it appears incredible; but, considered more closely, it is not so unnatural. We find it difficult enough to respond cordially to the offer of our hot water in the morning, and to rise in time to reach our cheery breakfast-table before the dishes have ceased to steam, even though we have gone to bed overnight fortified by a good supper, and have slept dreamlessly in a comfortable room. Consider, then, the contrasting circumstances of our slum children's sleep. Coming home hungry and very late, after having worked as char-girls half through the night, or danced in some low public-house till closing time, they huddle together for warmth under a curtain or skirt or threadbare blanket. Little by little the gradual thaw comes to the starved bodies; slowly, slowly, the ice-cold feet cease to ache; and only after hours of restless shivering does the sleep of childhood comfort them at last. Then the hour for rising comes so soon, so terribly soon! All is dark and chill and dreary in that wretched dwelling; may they not keep the sleepy eyes still shut, and forget it all in dreams? The hunger which torments them in the day-time is less insistent now; shall they revive those pangs by avoidable exertion? No one is at hand to recall the teaching, moral or hygienic, which may have impressed their minds in school, but of which, alas! they carry so little out with them into that categorically different life at home. No one is there to point out that the effort which they shrink from now must inevitably be made half-an-hour hence. The influence of the parents, if felt at all, is most often exerted in a contrary sense; the mother hears the call of no household duties; the idle father lounges through a day which is the better for being shortened. If they interfere at all, it is merely to grumble at the disturbance of their morning sleep.

"Hunger looks in at the working man's door, but dares not enter." The hungry children are the offspring of those whom misery tempts to self-indulgence and despair drives to thriftlessness. In moments of depression the whole state of affairs seems to be an endless circle. These poor creatures indulge themselves wickedly because there is no luxury in existence which is licit for people in their position; they waste their goods because they are despairingly certain that, however careful they may be, they will never have enough to live upon. In a higher rank of life I have seen a man give the last bank-note of his monthly income to a beggar in the street, for no better reason than that it was so hopelessly inadequate to pay his gambling debts; and that incident has come back to my mind when I have seen half-loaves of bread lying in the gutter while the children are dying for want of food.

Yes, they die. The lower standards are full of little wizened, half-human faces which are never seen in the first class. They die—and leave us wondering. Is that the best can befall them?

Is it possible that in forcing help upon them we are disturbing the deliberate process by which the survival of the fit is secured—hindering, as it were, the millenium? Experience teaches that, if they live, they, like their mothers, will contract hopeless marriages at the age of sixteen or seventeen, and the miserable history will repeat itself. What is to be said? Is our present system of education such that we may rely upon it to instil health into the minds of these poor victims of heredity and environment? Has it force to inculcate the virtues of self-discipline, self-dependence, and active resistance? Truly, the free breakfast problem raises far-reaching questions!

R. H. BRUCE.

THE INTELLECTUAL OPPORTUNITIES OF MANUAL INSTRUCTION.*

The Moving Finger writes, and, having writ,
Moves on;

while we, startled out of our after-dinner contentment by the *tekell* the hand of War has left upon our walls, soothe our consciences by scribbling the blessed words "efficiency" and "education" upon our still damp slates. But, although much of our self-accusation is evanescent, yet many important movements have received an impetus from the national heart-searching. The first war of the twentieth century has at least awakened us to realities; and, although we have been spared an 1870, we naturally wish to run no more risks; hence the cry for reform all round—departmental, sanitary (in its largest sense), educational. Yes, even education threatens to arise from the mud through which struggling factions have dragged it so long and to become a national concern, a "line of defence"; even a condition of successful competition—that most blessed word, dear to a progressive and commercial race.

But reforming zeal is apt to outrun enlightenment, and in certain directions it would seem that the desire to mend matters has grown faster than the knowledge required to do so successfully. I was to-day looking at a photograph of "The Russian Lion," a wrestler whose enormous muscular development amounts almost to deformity. No Greek sculptor would have taken him as a model: beside the Discobolos he would look positively ugly; yet he is undeniably strong and at the same time typically modern. Nowadays, apparently, strength is joined to ugliness rather than to beauty; yet we cannot but feel that the Greeks, whose sense of balance and proportion may possibly have prevented them from building up a great empire, should serve, in their many-sided perfection, as our educational model. We seem to-day to be tending towards an uneven, and in certain directions an excessive, development by a quack-like patching-up of the weaknesses visible in the body politic rather than towards a scientific strengthening of the constitution as a whole—we are inclined, in fact, to trust too much to specialization as a panacea.

In education this tendency is strongly marked, and it is now more necessary than ever to insist on the difference between development and cram and to keep in view the many-sided nature of the work; and, although many of those who ask the question "What is education?" do so in the spirit of Pilate, yet of some things we are still sure.

Education, like Gaul, is in three parts: the old tri-unity, the head, the heart, the hand—the mental, the moral, the manual—still holds its own as a basis for practical work. But, although we recognize this many-sidedness, we are unable—at least, in elementary schools and under present conditions—to give equal attention to every phase of the work.

To deal first with the physical side: we have the children under our control for about one-sixth of the whole week only. In twenty-seven hours we cannot do much beyond teaching class-room subjects; and frequently our schools are so built and situated that games and exercises are almost impossible. Further, the children's home surroundings are not favourable in many cases to sturdy development. If the children were in boarding schools in the country, we might have a different tale to tell, but, even as matters stand, the substitution of bench-work for desk-work must be for their physical good.

* An address by Frank J. Adkins to a branch of the National Association of Manual Training Teachers.

Then as to the moral side of our work. Roots grow unobserved beneath the soil and thrive best when left alone. In a school where honest, hard, happy work is being done the children's moral welfare is, I think, assured. The mental sphere thus remains, and this, it seems to me, is our true sphere. "I think; therefore I exist," said Descartes, and the great aim of education seems to me to be the development of thinking power. Now, in the class-room we are faced with this difficulty: we have to subdue the body and at the same time to stimulate the mind—a very exhausting and artificial state of affairs for all concerned.

The manual instructor is more fortunate. In his work the opposition between mind and body is replaced by co-operation. In the class-room we have to adopt the discipline of repression; in the work-room the discipline of free movement, of physical activity, is not only possible, but also necessary. Then, again, your classes are necessarily small in numbers, and you can rouse boys by means we do not possess. Take, for instance, the question of accuracy. When a careless boy has got used to blue crosses on his pages almost our only means of bringing home to him the seriousness of making mistakes is by an attack upon his epidermis; but in a wood-work lesson careless measuring and cutting result in a loose joint, and the boy realizes in his disappointment that accuracy is necessary to success.

Great opportunities, however, bring great responsibilities. How, then, can the manual instructor get real intellectual value out of his teaching? He does not want to turn out the mere mechanic; he feels that the technical view of his work is inadmissible, for, although he can, of course, have no objection to a boy making use of the skill and knowledge he acquires at the bench, yet he is obliged to recognize that this skill and knowledge are incidental, the accompaniments—secondary, even, though inevitable and essential—of intellectual processes, the means, not the end. If once they become the end, the rational or intellectual side of the work is apt to dwindle to nothing; whereas accuracy of manipulation is as necessary to the working out of thought in material as on paper—the wooden model has to be as correct as the paper sum.

No; the teacher has a fine field before him if he will but occupy it. Only it will be found almost impossible to make boys think and reason at the beginning of a lesson. They are so keen to be doing something with the material before them that to force them to think abstractly is to set up the very opposition between mind and body from which bench-work is so pleasantly free. When, however, the class has had its fill of sawing and planing, or modelling, or what not, it will be found possible to make it investigate the reasons underlying its various actions with more interest than is, as a rule, roused by abstract subjects. And here the best teacher is he who can, by the use of that truly educational word *why?* best dissect his subject up to its farthest point—till the question *Why?* remains unanswerable. The differences in the tools; the evolution of tools, with the changes in their shapes; the growth of timber, with the reasons for the use sometimes of one, sometimes of another, kind; the reasons for the variously shaped joints—all these can be made to yield food for thought if properly handled.

I have, however, found that an abstract subject may be even more stimulating than one which has to do with material. I had once to explain briefly the word "metaphysics," which occurred in a passage a class was reading; and I know that the fact that we cannot prove the objective existence of anything took a firm hold over some of the pupils, as their subsequent actions in the playground showed. Again, I believe an older pupil gained a more real knowledge of scientific method from a study of Seeley's "Political Science" than from much of the laboratory work he had done. Facts—especially those which are demonstrated by the manipulation of matter—are so insistent, and the experiments connected with them are so interesting, that they are apt to obscure the rational basis of which they are only the manifestations, as clouds obscure the sun which causes them. Children, in fact, find it hard to generalize at any time, most especially when they are engrossed in an experiment or an operation. The tracing out, however, of cause and effect in one continuous chain, or the reversal of this process—the analysis by means of *Why?*—are the most thoroughly educational exercises in which we can engage.

Thus, those subjects in which the question *Why?* brings out the clearest answers are, from this point of view, the most valuable educationally; and hence mathematics and geometry—being deductive and consequently presenting undisturbed chains of reasoning—are excellent intellectual gymnastics. Their serenity can counterbalance the excitement produced by contact with material, and material may be used to illustrate an otherwise entirely abstract subject. Thus, a boy might be told to make a box just large enough to hold a hundred and fifty marbles, each of an inch diameter, and left to his own devices.

Of course the weakness of mathematical subjects from an educational point of view is the small amount of practice they afford to the judgment and to the selective faculties; but these can, I think, be well developed in a wood-work lesson by presenting a problem to a boy and leaving him to work it out in his own way as I have already indicated. From time to time, also, a good boy might be allowed a free lesson in which to make what he liked, provided he drew it out first. This would wean him from the excessive dependence on his teacher which is a source of real weakness in much of our school work. We must make our boys more resourceful and self-reliant, less likely to be flustered by the presence and criticism of strangers, more self-possessed and alert when confronted with practical difficulties; and the workshop, with its small classes, many-sided and individualized activity, and opportunities for personal intercourse between teacher and taught, is a far more satisfactory training ground for these qualities than the class-room. Again, individuality and taste could be given a certain scope in the ornamentation of models already made. Thus, a blacklead scroll on a box lid would individualize one boy's work from another; and, if a little wood-carving could be added to the joinery, greater variety and interest in the work would result.

Of course manual instruction is not confined to wood-work; though the latter has the greatest intellectual value. A freer and more artistic course can be founded on clay modelling, while cardboard is a medium not to be despised. We want pupils to be able to express themselves, and to do so through as many *media* as possible—through speech, through writing, through drawing, and through handling material. Only thus can latent individuality be drawn out; by this means chiefly is the character formed, its strong and its weak points displayed and rendered accessible to the teacher. So are we all engaged in the same work, but along different paths; and the path of manual instruction is one of the pleasantest the children have to travel. Its value has become axiomatic in the infant schools; let us hope it may be increasingly recognized in those for older scholars.

REVIEWS AND MINOR NOTICES.

Arachnia: Occasional Verses. By JAMES ROBERTSON.
(Macmillan.)

The volume consists of two parts—original verse and translations; and we feel some hesitation in reviewing it, since, in our opinion, which may be biassed, the better part is the translations, and the best of the translations have appeared among our Prize Competitions. But, apart from the literary merit, which is not small, the book has a psychological interest as revealing something of the character of a remarkable man, who deliberately chose the "*fallentis semita vitæ*" and turned to the world his rougher side, the satyric mask of a Socrates. The reader who knew not Robertson in the flesh, or only knew him officially as a head master, should look well at the portrait by Charles Furze which is reproduced as a frontispiece—a portrait that has wonderfully limned the soul behind the mask. In many of the poems, it must be confessed, the interest is mainly biographical. The poem strikes the keynote—the self-depreciation of one who (to travesty Aristotle) thinks himself not worthy of great things, being worthy:

'Tis but a musty note-book,
With scanty scraps of rhyme,
Of one who never wrote book
Nor meant to, all the time.
Will cobwebs from the Corner
Long left in silence dumb
Find any keen Jack Horner,
Or he find any plum?

Then we have lines, Latin and English, on the skeleton of a hanged pedlar that Robertson was set by the Master of his College to mend. That Master must have had a sense of humour. The lament of a bachelor Fellow is almost Swiftian :

Yet a tup put to graze by himself for the rot
May be pardoned for saying he's lonely.

Then comes a ballad with a haunting refrain :

Loup, loup the puddock,
And aye the skreigh-owl skirl,
And the dark dank rock still throb at the shock
Of the water's angry swirl !

Lines "In the Dissecting Room at Edinburgh" are as weird and gruesome as anything in Monk Lewis or Edgar Poe or Hauff. Two sets of verses addressed to the late Dr. Temple are not in themselves remarkable, but are a telling testimony to the admiration, this side of idolatry, in which Temple was held by his colleagues. Two "fair copies" for pupils are admirable as fair copies (especially the self-criticisms of the former), but, except as models for composition masters, are hardly worth preserving. The inscription above the Bradbeian is too well known to quote, but the longer Latin inscription placed round the main buildings will be new to many :

Grata faventibus	alma colentibus	haec pia sedes
Non sine nomine	gaudeat onine	Palladis aedes
Digna prioribus	exstet honoribus	incluta plenis
Conscia numinis	hospita luminis	apta Camoenis.

"In the course of a Walk near Rugby" and "The Doleful Tragedy of Seven Dials" are direct, unvarnished transcripts of common life after the fashion of "The Village": but there is in them a feeling of humanity deeper than anything in Crabbe. The sonnet is a kind of verse that suited to perfection Robertson's inborn sense of the power of words and his scholarly striving after perfection of form. We have here some six—"alas! too few"—each exquisite in its degree.

Of the translations, besides the Simonides, the Béranger, the Heine, and the Victor Hugo's—which refute the vulgar generalization that all prize compositions are second-rate—we have a spirited translation in blank verse of the Nisus and Euryalus episode and the best we know of the innumerable versions of Goethe's "Hedge-rose" and his "King in Thule." If the *Volklieder* are less successful, it is because the task is impossible.

Through all the bright long day
Pain wears my heart away

—we know not how it could be improved, but it sounds to us like

Den lieben langen Tag
Hab i nur Schmerz und Plag

heard through a gramophone.

We hope that the editor will fulfil his half promise of a second volume with the translation of the first book of Lucan which so impressed Dr. H. M. Butler, and add thereto specimens of his father's brilliant versions in Latin verse.

The Queen's Quair. By MAURICE HEWLETT. (Price 6s. Macmillan.)

In "The Queen's Quair," Mr. Maurice Hewlett has set his hand to fill another historical canvas, and his task is the greater in that he is here dealing with a time and person which have been the theme of art for generations, and in which any departure from accepted traditions is a direct challenge to criticism. Here we have no romance set in some forest of faery, or at least beyond the pale of human happenings, nor the picture of a period so remote and so scantily documented that the novelist may weave fancy with fact in his search after causes without running the gauntlet of the historian. Few epochs of modern history have been so thoroughly explored as this age of glory for England and tragic upheaval for Scotland—the age of Elizabeth and Mary Queen of Scots.

Mr. Hewlett claims to have done a new thing : to have penetrated for the first time to the heart of the Queen whose misfortunes and great gifts have kindled the chivalrous fervour of so many among men and women : he claims to hold the key of her heart, and to have unlocked it. Before, we have seen her as the "woman ensky'd and sainted," the sued, not the suer ; the victim, not the despot : he will lay bare her heart and disclose the secret of her strength and weakness while she

might yet, though already with bitter irony, call herself free. He disclaims for his book the title of romance. Truth is to be his aim and the sole determiner of his treatment. There can be no question as to the enthusiasm and imaginative historical sense with which Mr. Hewlett entered on his task, and it is doubtful whether any more brilliant study has ever been made of the complex web of interests, hatreds, and misrule which Scotland presented to Mary for her trial-ground in governance. Mr. Hewlett's treatment of his material—in particular his imaginary framing of certain scenes in the journal of subsidiary characters—is a triumph of dramatic craftsmanship. The portraiture is throughout masterly, and many individual scenes eat into the memory by their intensely vivid realization. Notable among them is the grand trial of the Gordons before Mary, and the scene between Mary and Bothwell in the cold mists on the moor, when he first became conscious of the depth of the Queen's hatred for Darnley. The dramatic interest and the dialogue are sustained with admirable skill, and the handling of so motley a retinue of characters and incidents is beyond praise. Yet we are forced to suspect that it is less for these rare and permanently admirable artistic qualities that Mr. Hewlett has grown thus early into fame than because he appeals with a subtlety that eludes antagonism to the sensual in human nature, surrounding the unpurified aspects of passion with a glamour which makes it attract those whom it would in nakedness revolt. It is indeed questionable whether the aspect of Mary's character which Mr. Hewlett claims as his discovery was matter for art at all, and more particularly for the universally popular artistic form in which he has elected to embody it. Whether Mr. Hewlett is conscious of it or not, there is no doubt that a large section of the public will not be slow to discover that his book is the record of a disastrous, unreasoned sexual passion, and will eagerly welcome this pitiful tale of protracted degradation in the guise of a historic romance. There is no reason to doubt that this portraiture of Mary in "The Queen's Quair" is in part a portrait of the Mary of history, and it is well that the students of her tragic and mysterious experience should hold the key to it which Mr. Hewlett provides : but let not this record of an ignoble passion be blazoned in the forefront of a romantic history and become its pivot and inspiration. Mr. Hewlett has elaborated this single aspect of Mary as "huntress" to the exclusion of every other, and presents her in the light of her lusts with a concentration of interest which revolts and does not altogether convince us. We dare not indeed say, in the face of obvious facts, that Mary's self-immolation before Bothwell was impossible from his monstrous unworthiness, but we do demand that her passions be set in due perspective to her intellectual powers. Mr. Hewlett cannot easily be acquitted of the charge of pruriency, not only in his treatment of Mary, but in his general portraiture. Coarseness would be far less reprehensible, because far less attractive, than the subtle physical over-emphasis which stamps the whole book and infects his very imagery. The occasional brutality of his treatment might be justified by its fidelity to historic conditions : it is not this which we condemn, but his elusively sensual descriptions and allusions, and his constant characterization of emotions in a purely physical relation.

Critical and Historical Essays. By Lord MACAULAY. Edited, with Introduction, Notes, and Index, by F. C. MONTAGUE, M.A. (3 vols., 7½ × 5 in. Vol. I., pp. xlviii, 584 ; Vol. II., pp. 510 ; Vol. III., pp. 516. Price 18s. Methuen.)

This is a good edition—far the best complete edition, with notes, with which we are acquainted. It is true that neither the type nor the paper is entirely to our liking ; but, then, the price is very moderate and the binding is simple and tasteful. Moreover, the editor has done his work extremely well. Mr. Montague is Astor Professor of History in University College, London, and it is precisely a sound and wide knowledge of history that an editor of Macaulay's "Essays" needs most of all. Prof. Montague quite evidently possesses such a knowledge. He possesses also two other necessary qualifications, in importance almost equal to the first—a sound taste and judgment in literary matters and a very full acquaintance with what has been said and written about the "Essays" themselves. Each essay is preceded by a note—varying in length according to particular requirements—dealing with the essay in question and supplying an epitome of the chief criticisms which have

been applied to it, together with references to further sources of information. These prefatory notes are written with great care and good judgment, and set forth clearly and concisely the editor's own view and the views of other critics of good standing. The other notes are given at the foot of the page. They are moderate in number, brief, and very efficiently perform their office of explanation and reference. They steer an excellent course between the dangers of too much and too little, and will, we believe, be found very much to their purpose, both by general readers and by professed students. Macaulay's great fondness for allusions and the frequent verbal inaccuracy of his quotations must always render the task of editing what he has written a very difficult one. As often as not an allusion is purely decorative, and one may waste much time in searching for, and much space in recording, its source. As to how much time Prof. Montague has spent in such vain hunts we can only guess, though, judging from personal experience, we imagine that it may have been considerable; but we have not noticed any instance of his recording a reference which may justly be considered futile, while, with regard to correcting faulty quotations, we have noticed only two instances in which an error has remained unnoted—both in the "Essay on Milton": page 15, "but o'er their heads" should be "but nigh at hand," and on page 58, besides the error pointed out, there is another in the second line of the quotation, where "the" should be "his."

The general introduction is a good piece of work. It gives all that is of any importance in Macaulay's life, and sets forth with great moderation and good judgment his characteristic strength and weakness as a writer and thinker; and specially good is what is said as to the various views which at different times have prevailed as to what should be the office and contents of history. Perhaps we ourselves would make a more marked distinction between a writer who would never willingly set down anything he knew or suspected to be untrue, and one who would never spare himself any pains to ensure that everything he sets down is as accurate as possible, and that he omits nothing of importance. Macaulay was a truth-lover in the former sense, but not in the latter. It is very difficult to excuse much of what he wrote in his "Essay on Clive"—and Mr. G. W. Forrest has revealed quite lately in *Blackwood* still further errors as regards the siege of Calcutta and the Black Hole—while in the case of the "Essay on Warren Hastings" complete excuse is quite impossible; and there are other cases which might be mentioned. It is only too evident that Macaulay at times was quite willing to accept as authorities those who had no right to be so considered, even when the means of testing their accuracy lay ready to hand, and when the consequences of accepting their statements were by no means trivial. We do not mean to imply that Prof. Montague ignores this matter, but only that he seems to us to glide past it too easily. There is also the question of Macaulay's unacknowledged borrowings—from Orme, for instance, in the Clive essay. But, when all is said and done, Macaulay's "Essays" have now been definitely accepted as classics; and Prof. Montague has given us a useful and scholarly edition of them, and has prefixed thereto an admirable introduction.

Greek and its Humanistic Alternatives in the Little-Go.
By KARL BREUL. (Simpkin, Marshall.)

An opportune pamphlet on the question of the hour by a professor of modern languages, and confessedly an *ex parte* statement, but broad-minded and singularly free from personalities and special pleading. The first part of the pamphlet gives in full the speech that Dr. Breul had intended to deliver in the Senate House, then curtailed for lack of time. The second part contains *pièces justificatives* of certain statements in the speech. The third consists of brief comments on the debate published in the *University Reporter*, giving chapter and verse. Even a full-dress debate of this importance soon drops out of memory, and we are afraid that few even of those most interested will have preserved a copy of the *Reporter* for reference. The portion of the pamphlet that is of permanent value is the bibliography, a reasoned catalogue of official documents and the leading authorities in France and Germany bearing on the question. There were many appeals in the course of the debate to German schools and Universities and to German *Gelehrte*, but these revealed a singular ignorance of existing conditions. We are indebted to Dr. Breul for giving us the facts.

In Prussia there are three kinds of higher-grade secondary schools with a full nine years' course:—*Gymnasien*, Greek, Latin, and French compulsory; *Realgymnasien*, Latin, French, and English compulsory; *Oberrealschulen*, French and English compulsory. Pupils coming from any one of these three types of schools are admitted to the University on the strength of their leaving certificate. Only for students in Divinity and Classics are Latin and Greek both required. Medical students entering from the *Oberrealschulen* have to pass a supplementary test in Latin. Law students are cautioned that in their final examination they may be required to show acquaintance with some Latin text.

To sum up, the only professions for which Greek is a necessary preliminary in Prussia are the Church and State librarians. And yet one speaker unblushingly asserted in the Senate House (and he was not contradicted) that "the Berlin University had, after ten years' experience of non-Greek students, asked the Government to exclude them." We wish we had space to quote in full the answer of a Berlin professor to Dr. Breul's inquiry whether there was any foundation for Mr. Dunn's statement. One sentence must suffice: "There are, it is true, here and elsewhere, old-fashioned dons who think there can be no salvation outside the *Gymnasium*, but they are a feeble folk. 'Die moderne Strömung ist zu stark.' There is no fear that in consequence there will be any falling off in the study of Greek."

On "soft options," the study of Greek literature on modern sides, the scope of the Medieval and Modern Languages Tripos, we must refer our readers to the pamphlet. No German, to our knowledge, except Max Müller, has shown such mastery of English prose as Dr. Breul.

Harvard Lectures on Greek Subjects. By S. H. BUTCHER.
(Macmillan.)

These lectures, delivered at Harvard University in the spring of last year, are intended as a companion volume—we should rather call it a sequel—to "Some Aspects of the Greek Genius," a book that we have more than once commended as the best introduction that we know to the study of Greek thought, a rare combination of exact scholarship and popular exposition. In the matter of ease and fluency, a perfectly clear and limpid style, the logical marshalling of facts and the power of deducing broad generalizations from them, there is no falling off in the sequel. The titles of the lectures will sufficiently indicate the scope of the volume: (1) "Greece and Israel," (2) "Greece and Phoenicia," (3) "The Greek Love of Knowledge," (4) "Art and Inspiration in Greek Poetry," (5 and 6) "Greek Literary Criticism." The first lecture traverses familiar ground: the contrast is admirably brought out by two concrete examples in Matthew Arnold's "Essays in Criticism." Mr. Butcher's comparison of the "Prometheus" with the Book of Job is hardly less striking. Our only criticism is that the savage and naturalistic elements in Greek religion are not sufficiently recognized. The question is suggested, but not answered—How far would Aeschylus have accepted the *Entwickelung* of Shelley's "Prometheus Unbound"? The second lecture is an enlargement of the striking address to the Teachers' Guild which appeared in these columns. We do not know what Mr. Butcher's politics may be, but one point is incidentally brought out which has a present application. The Phoenicians were the protectionists and the Greeks the free traders of the ancient world, and this not only in commerce, but in art. "This free trade had in it an educative and expansive force; it gave unity no less than variety to artistic culture; it quickened the sense of Hellenic patriotism." The third and fourth lectures are stimulative and suggestive; they will be read by many to whom Aristotle's "Poetics," even in the author's translation, is a sealed book. The last two, learned as they are, seem to lack the last touches of the artist. The mass of matter furnished by Prof. Saintsbury's great work has not been fully digested.

Mr. Butcher wisely steers clear of the eternal Greek question, and we will follow his good example; yet, as he now and again glances at those who "made the great refusal," so we too may be allowed to shoot one Parthian arrow, not barbed or poisoned. The analysis of the Book of Job is no less profound and luminous than that of the "Prometheus," and there is no more eloquent passage in the lectures than the appreciation of Hebrew poetry on pages 14, 15. Does Mr. Butcher know as much Hebrew as did Heine?

"Temple Primers."—*Roman Literature*. By HERMANN JOACHIM.
(Price 1s. net. Dent.)

He is a bold man who would follow Mr. Mackail in a brief history of English literature, but, though the titles are almost identical, the two authors move in a different plane and hardly enter into competition. Mr. Mackail's "History" reminds us of Ruskin's "Notes on Academy Pictures"—appreciations by a past master in criticism expressing his personal likes and dislikes. Herr Joachim's suggests a second-hand bookseller's descriptive catalogue, where against each book is put a justification of the price. Such a work has its proper function, and we willingly testify to the general soundness of the author's estimates; but it is the work of a valuer, not a connoisseur. There is not, as far as we have observed, a single extract or quotation in the volume—no nuggets of gold to tempt the young student to explore for himself the rich mine. Further, the estimate of Latin poetry strikes us as singularly unsympathetic. What shall we think of a critic who ranks Horace's "Satires" as his best work, who dismisses his lyric poetry as "frigid, academic, and often false in sentiment," and of the Fourth Book of the "Odes" has nothing better to say than that "apart from some playful erotic matter we find hardly anything but poems on statesmen and members of the highest court society, the tone of which often seems stiff and forced"? Again, we are no more admirers of Ovid's "Ars Amoris" than is Herr Joachim, but to say "it is immoral and bawdy in every line—a book only fit for harlots" is a grotesque exaggeration, more absurd than would be the same charge brought against the "Venus and Adonis." Save in one passing reference to a play of Shakespeare, the influence of Latin on English literature is not touched upon. On the other hand, as is natural, it appears to Herr Joachim the chief merit of Propertius to have inspired Goethe's "Roman Elegies," of Phaedrus to have served as a model for Lessing's "Fables," and of Martial to have suggested the "Xenien."

Latin Exercises. By A. E. THORNE and Rev. H. GORSE. (Allman.)

Simple sentences, following the order of the "Latin Primer." They are framed by men who have had experience in teaching, and for those who stick to the old method are as good as any we know. There is a full vocabulary at the end. In the next edition the sentence "Having heard the witnesses, it could not be denied that the man was guilty" should disappear.

Ludus Latinus: a Book of Latin Exercises for the use of the Fourth Form. By A. B. RAMSAY. (Price 3s. 6d. net. Spottiswoode.)

This, like the above noticed Exercises, begins on the lines of the "Latin Primer"; but after the first forty exercises no references are given to the "Primer," and we advance to easy continuous prose. The "cooked" passages, adapted from ancient and modern authors, have the great merit of being interesting. Thus "The Pied Piper" is put into requisition. The price strikes us as rather high; otherwise the book should command a sale beyond Eton.

The Homeric Hymns. By T. W. ALLEN and E. E. SIKES.
(Price 10s. 6d. net. Macmillan.)

"The Homeric Hymns" are edited with preface, *apparatus criticus*, notes, and appendices. Particularly useful to the student will be the bibliography prefixed to each of the longer hymns; for here there is no question of transcribing catalogues, but experts recommend to their readers what they have themselves found useful. As to the book in general, the editors have achieved a rare degree of completeness in the matter that they have collected. Although their work bears more signs of labour than of inspiration, their text, at least, will long be accepted in England as authoritative, if some of its readings, e.g., that of ii. 398, can hardly claim finality. It is a book to buy for the school library or for the study.

The Tragedies of Seneca. Rendered into English Verse by ELLA ISABEL HARRIS, Ph.D. Yale. (Frowde.)

"The old translations of 1581 and 1702 have been long out of print." Such is Miss Harris's reason for retranslating the ten dramas contained in this volume—all of them, except the last, "Octavia," bearing in their names the fact that they are reproductions of the Greek dramas. We all know where to look for the prototypes of Latin dramas called "Mad Hercules," "Medea," "Phaedra": "Oedipus," and "Agamemnon," and "Hercules on Oeta," must shine with a borrowed light, if they shine at all: Seneca was not the man to mould a new type of classical drama. Yet there is no doubt that, in days when a knowledge of Latin was widely spread, and a knowledge of Greek somewhat rare, Seneca's dramas built a kind of bridge between the old and the new. Miss Harris apologizes modestly (Preface, page viii) for putting Seneca's choruses into blank verse, as she does the dialogue, on the ground that the "lyric form" was beyond the translator's poetic power. We must, of course, accept her decision as final—but we regret it, all the same. She writes blank verse with a good deal of force and variety; and that is a harder task than the easier sorts of riming verse. Not that rime is essential—but it is essential that the choruses should not look and read like the dialogue. The vigour and spirit, e.g., exhibited (page 353) in the rendering of Thyestes' final curse—

"Hear, O ye seas, stayed by inconstant shores;
Ye too, ye gods, wherever ye have fled,
Hear what a deed is done! Hear, gods of Hell,
Hear, Earth, and heavy Tartarean night
Dark with thick cloud! O listen to my cry!
Thine am I, Hell, thou only seest my woe,
Thou also hast no star—

could hardly fail the writer (if she had reasonable trust in her own gifts) in writing a choric measure, rimed or unrimed.

McDougall's Rational School Method. A Handbook for Teachers.
By AN INSPECTOR OF SCHOOLS. (Price 2s. 6d. McDougall's Educational Company.)

In this "School Method" are chapters on "The Teacher's Aims," "Organization," "The Infant School or Class," "Aids to Teaching," "Reading and Recitation," "Writing and Composition," "Arithmetic," "Object Lessons," "Elementary Science," "Geography," "History," "Drawing," "Singing," "Drill." All these subjects are dealt with in a single volume of 143 pages. It has the merit of introducing the reader to such names as Herbert Spencer, Dr. Dukes, Dr. Sully, Mr. Courthope Bowen, Mr. P. A. Barnett, Sir John Gorst, Miss Phillips, Miss Dodd, Mr. Morison, Sir Joshua Fitch, Prof. J. R. Seeley, and a fair number of names of H.M. Inspectors, with quotations from their reports. It also brings before the attention of the reader McDougall's Educational Company's three-term registers, and the same Company's "Concentric Series of Historical Readers." There is a good list of educational reference books. It is claimed for the book that its plan is practical, suggestive, rational. But with so many subjects to deal with, so few pages in which to deal with them, and with so many people's opinions cited, the book necessarily gives the impression of being scrappy, though there are certainly many useful hints.

Common Thoughts on Serious Subjects. By CHESTER MACNAGHTEN,
Principal of the Rajkumar College, India. (The Unit Library.)

The writer of these short addresses to boys was a remarkable man, one of the many remarkable Englishmen who go out to the four quarters of the earth and serve their country faithfully and to good purpose, but of whom the world knows little. Mr. Macnaghten was in 1870 appointed Head of the Rajkumar College in Kathiawar, where the sons of native princes and chiefs were to be educated on English public-school principles. His was a difficult position, for he was working among the most conservative of peoples, and in religion and in ideals he was an alien. He remained at his post for over a quarter of a century, and won the respect and admiration of all his pupils, many of whom are showing by their lives the influence of this admirable teacher. The addresses printed in this volume were well worth preserving, and might be read with advantage by teachers in our English schools. They are religious in the widest sense of the word, but because they were given to non-Christian pupils they are entirely unsectarian. They deal with a wide range of subjects—Truth, Courage, Duty, the Presence of God, Home, Zeal, Health, Personal Influence—and are marked by great simplicity and often beauty of style, keen insight into boy nature, and an outspoken fearlessness which commands admiration. It is probable that English schoolboys would derive considerable benefit from perusing them, and we see no reason why this volume should not find a place in all school libraries. The market is not over-stocked with books of this nature, and room should be found for a volume so suggestive and stimulating as this.

The Point of Contact in Teaching. By PATTERSON DUROIS. (6 x 4 in., pp. xv., 131; price 2s. 6d. Sunday School Union.)

Though published in its first form eight years ago in the States, this little book is in its first English edition—the fourth since it actually appeared. It attends strictly to one point of teaching, and that not a very novel one, viz., that in the teaching of very young children we should choose those points in the general range of characteristic childhood experiences—and especially those which arise from the child's immediate contact with the external world. But, though not new, it is well written, and abounds with good examples both for and against its plea; and its practice tells dead against that usually adopted in foolish Sunday schools. It should do much good. It is a bright little book.

The British Journal of Psychology. Edited by JAMES WARD and W. H. R. RIVERS. Volume I., Part 2. (10 x 7 in.; price 3s. 6d. net. Cambridge University Press.)

There are four papers by Charles S. Myers, W. H. Winch, R. Latta, and W. McDougall, and the proceedings of the Psychological Society. This is the second part of a "semi-occasional" publication which will be issued at irregular intervals, and will form volumes of about 450 pages each. It makes an excellent start, and should do well.

Poems by Richard Crashaw. Edited by A. R. WALLER. (Cambridge University Press.)

All scholars and lovers of literature will be grateful to the publishers and editor who have presented in one volume for the first time the whole of Crashaw's poems, English and Latin; the latter, indeed,

have been hitherto practically inaccessible except to those who were willing to burrow in various libraries, though a certain number of these were published by Dr. Grosart in 1872-3. Crashaw, like his contemporaries Herrick, Vaughan, and Habington, has never appealed, and is never likely to appeal, to a very large audience; yet he has never lacked a select, if small, number of admirers who deeply appreciate his intense religious feeling, his beautiful lyrical gift, and his command of the Latin language. Critics have objected to his fantastical language and images, to his conceits and quaint turns, which often give an artificial tone to some of his serious poems; but this is an objection that may be brought against nearly all of the Caroline poets, and is not confined to Crashaw. At his worst, it is true, Crashaw falls very low, but at his best he deserves a very high place; his "Wishes to his Mistress" contain some unforgettable lines, while "The Flaming Heart" show how curiously emotional, even passionate, is his religious feeling, and how beautiful is his choice of language. The "Epigrammatica Sacra" deserve to be better known by those interested in devotional literature. The conceits so dear to him find a fitting vehicle in Latin epigrams which often recall the delicate touch of Martial; at the same time a modern reader will find in them, as a natural result of their subject, a restrained passion by which Martial was seldom inspired. Crashaw rarely descends from the quaint to the grotesque; the majority of the epigrams do not sacrifice religious feeling to extravagance of expression, and are worthy to rank with George Herbert's quaint, tender lines. What could be more beautiful than

"Esse levis quicunque voles, onus accipe Christi:

Ala tuis humeris, non onus, illud erit,"

or more deep in thought than the reference to the love of the Father for the Son in

"Quippe, tuos spectans oculos, se spectat in illis;
Inque tuo (Jesu) se fovet ipse sinu"?

"English Men of Letters."—*Maria Edgeworth*. By the Hon. EMILY LAWLESS. (Price 2s. Macmillan.)

Miss Emily Lawless has written a delightful and readable book on Maria Edgeworth; yet it cannot be considered an entirely successful biography, for the subject of the biography is so constantly forgotten, and figures that should occupy a minor position impress themselves too strongly on the reader's mind. We get a vivid picture of that extraordinary creature her father, Richard Lovell Edgeworth, and his patriarchal establishment at Edgeworthstown, where for so many years Maria, his eldest daughter, acted as agent, secretary, teacher, and where she gained such an intimate knowledge of Irish character. But of Maria herself we feel we know little; it may be that material does not exist, or it may be that that in truth there is very little to know of her. Her life would appear to have flowed on pleasantly and placidly, filled with domestic duties of all kinds which the large family raised up by her father would necessitate in an elder daughter. Here is no "Sturm und Drang" period; no emotional passages, no sealed book; the nearest approach to sentiment is when a certain M. Edelcrantz, described by the object of his affections as "a Swedish gentleman of a superior understanding and mild manners," offers her his hand and heart, which are, however, rejected. Her father's influence on her was extraordinary; it lasted till his death in 1817, and, with the exception of "Castle Rackrent," which Miss Lawless regards as her finest work, all her stories and novels bear evidence of it. It is probable that this influence was disastrous from the point of view of art; Mr. Edgeworth belonged to the utilitarian school of educators, of which the author of "Sandford and Merton" was such a brilliant disciple, and so impressed these views on his daughter that she was unable to escape from pointing a moral and preaching the principles of utility in season and out of season. Miss Lawless devotes some interesting pages to the friendship between Scott and Maria Edgeworth, shows how greatly the latter affected the former, and recounts with much charm the visit of the three Edgeworth sisters to Edinburgh in 1823, and the delightful reception accorded them by Scott and his circle. The criticism on the various books is not of a particularly illuminating character, but what Miss Lawless seems to lack in critical ability she makes up for in her understanding of Irish life and character, and her capacity to make us see and know Ireland in the days when "Castle Rackrent," "Ennui," and "The Absentee" were written. And that, perhaps, will arouse in her readers a stronger desire to renew their acquaintance with Miss Edgeworth than pages of critical analysis.

Readings in European History. By JAMES HARVEY ROBINSON, Professor of History in Columbia University. Vol. I. *From the Breaking up of the Roman Empire to the Protestant Revolt*. (Ginn.)

The purpose of this book is to teach young students of history the nature of primary authorities by extracts from contemporary writers of various periods and countries, translated into English. These extracts are grouped together in separate chapters according to their subjects or periods, and at the end of each chapter there is a short bibliography divided into (1) books suitable for school libraries, (2) English books of a more advanced kind, and (3) books, whether in English or other languages, which will help a student who undertakes thorough and independent study. It is impossible to believe that any

one who wants the books described in classes (2) and (3) will go to a work of this sort to find out about them. No one, surely, who is capable of using Jaffé's "Regesta," for example, will have recourse to a school book for information either as to its form or its contents. As regards the books noted in the first class, the entries seem few, so far as English publications are concerned. The extracts range from Seneca to Vasari. A choice of flowers from so wide a field must to a great extent be arbitrary. On the whole, there is little room for adverse criticism as regards the compiler's selection. Too much, however, is attempted; a more thorough illustration of the historical literature of a shorter period would have been advisable. Many of the pieces lose by translation, and the book as a whole lacks the brightness which it would have gained had each piece been given in the writer's own words, instead of all alike in the same modern dress. To some extent Prof. Robinson's work fails of its purpose, for as it contains only three or four documents, it is likely to lead the reader to believe that the firmest grounds on which history can be based are to be found in contemporary narratives. Valuable, and indeed necessary, as these are, the reader of a chronicle is at the mercy of the writer, possibly a careless narrator, often a prejudiced one. Dry and colourless documents, such as grants, legal records, money accounts, whether public or private, and the like, have no such drawbacks.

The Journal of Theological Studies, October, 1904. (Price 3s. 6d. net; 12s. yearly. Macmillan.)

The present number of this great theological quarterly—the solitary representative among magazines published in this country of scientific theology, pure and simple—fully maintains its high standard of scholarship. The current issue forms the beginning of the sixth volume. The first contribution in it consists of an appreciation of the late Prof. R. C. Moberly by his son, which takes the form of an answer to a *Church Quarterly Review* article. It gives an authoritative and intimate exposition of some of Moberly's characteristic points of view, and serves to explain, and perhaps justify, much of Moberly's work that otherwise might secure scant justice from critical theologians. This is followed by a very important essay from the pen of Prof. A. A. Revan on "The Beliefs of Early Mohammedans respecting a Future Existence." The writer shows that the pre-Islamic religion of pagan Arabia did not include any belief in a Paradise or a Hell. "The ancient Arabian poets are never weary of repeating that after death man has nothing more to hope or to fear." The Prophet's teaching regarding the future life, "far from supplying an easy explanation of his success, is proved to have been a great stumbling-block to his contemporaries, and was never fully accepted by his followers in subsequent ages." The differences between the teaching of the Quran itself and later Mohammedan theology are cogently set forth and explained. That the Prophet borrowed his ideas on the subject from non-official and unorthodox Christian sources is shown to be highly probable. The following articles deal with "The Inspiration of the Liturgy" (F. Granger) and "The Book of the Dead" (G. St. Clair). The latter elaborates the contention "that the basis of ancient Egyptian theology was largely astronomical." The other two principal parts of the magazine consist of "Notes and Studies" and reviews. Specially interesting are the notes on "Proems of Liturgical Lectures and Gospels" (P. H. Droosten), "The Etymology of Bartholomew" (N. Herz), "Pontius Pilate in the Creed" (T. H. Bindley), "Baptism by Affusion in the Early Church" (C. F. Rogers). The *Journal* is quite indispensable to all serious theological students, and deserves a far more generous support than it receives.

First Stage Steam. By J. W. HAYWARD, M.Sc. (University Tutorial Press.)

This is a handbook specially written to meet the requirements of the Board of Education examination, and contains the papers set in the years 1901-4. As its name implies, it is, of course, a book of an elementary character, and it is one of the "Organized Science Series." There is no doubt a necessity for books of this kind, but for ourselves we do not care to see it written so much in the form of a cram-book. The author takes a subject and says just enough to make the learner see its importance and then fails to satisfy his curiosity by passing on to something entirely different. The whole style of the book is of the form one would expect to see in the papers of a good examination candidate who is writing against time. Moreover, the diagrams seem somewhat rough, and the lines are too thick. In our opinion the author could well have given more space to the modern stationary engine and to the theory of multiple expansion, and scarcely sufficient is said of the turbine to make the information of any value to the reader. The mathematical, rather than the descriptive, side of engineering is prominent in the book, and in this respect, bearing in mind his object, we think the author is right. Though the book has faults, we think it may be recommended to candidates who have the Board of Education's examination to pass, but we do think that books of this kind give the student a superficial smattering which a more elaborate book would not have done.

Botany Rambles. Part I.: *In the Spring*. (Horace Marshall & Son.)

In this wintry weather one thinks of the spring that is coming and takes comfort, and, in fact, it has been quite a pleasure to read this

delightful little *brochure* of only one hundred large-print pages. The book is primarily addressed to children, and the writer addresses them in his preface. He tells them to go out into the country and look out for the things he describes, and, if they have no time to read his book as well as to go out, then not to read it but to go out instead. The author writes easily of the well known trees, such as the sycamore, the beech, the oak, the ash, and the birch. Speaking of the silver birch our author says: "If you can find this birch tree—for that is its name—in a place where you can reach it and are allowed to touch it, break off a little piece of its thin bark. Does it not peel off easily and is it not nice and thin and crisp to touch?" Let us hope that this early familiarity with the bark will prevent a more intimate acquaintance with the twigs. But we are digressing. The book contains several excellent diagrams of well known flowers, such as the cowslip, the anemone, and the primrose. We can heartily commend this little book to teachers and others who wish to cultivate and foster a love of Nature and her ways in the minds of their young charges.

"Cambridge Physical Series."—*Electricity and Magnetism*.

By R. T. GLAZERBROOK. (Price 7s. 6d. Clay.)

The standard of this elementary text-book of "Magnetism and Electricity" is approximately that required for the Intermediate Examination in Science of London University, and provides not only the usual descriptive matter, but also some sixty experiments to be worked out by the student in the laboratory. We think the least satisfactory part is that dealing with the theory of electrolysis. It is calculated to confuse a beginner. Contrary to the explanation offered by the dissociation theory, we are told (page 304) that in the electrolysis of a solution of sulphuric acid the molecules of the acid are decomposed by the electric forces; and, although on the next page some modification of this statement is made, yet the explanation lacks clearness. On pages 202 and 202 we notice that "chloride of ammonia" is written for "chloride of ammonium," and on page 192 "iodine of silver" appears instead of "iodide of silver." The printing and figures are excellent throughout, and, as far as is possible in an elementary treatise, the modern developments of the subject receive recognition.

A Manual of Zoology. By RICHARD HERTWIG. Translated and Edited by J. S. KINGSLEY. (Price 12s. 6d. net. G. Bell.)

This is an American translation of the fifth German edition of the well known "Lehrbuch der Zoologie." The translator has modified the original in certain particulars in order to bring it more into line with American usage and so that it may have more special reference to American forms of life. Rather more than a quarter of the book is given over to an exposition of the general principles of zoology, and this portion, in particular, is most interesting. The residue of the volume is devoted to a systematic survey of the animal kingdom. The figures are extremely plentiful and excellent in quality, and an exhaustive index is provided. The work can be unreservedly recommended.

Elizabethan Critical Essays. Edited, with an Introduction, by G. GREGORY SMITH. 2 vols. (Price 12s. net. Clarendon Press.)

For a serious study of English literature such a book of documents is almost as essential as Stubbs' "Charters" is for a study of history. The texts here collated have hitherto lived dispersedly in many hands—rare volumes, expensive reprints, prefaces to obscure plays and poems. Even in the London Library the student could not find all. Thus, merely to sample the table of contents, we have Gascoigne's "Certayne Notes of Instruction," Lodge's "Defence of Poetry," the Spenser-Harvey Correspondence, Stanyhurst's "Dedication to the Translation of the Aeneid," More's "Palladis Tamia," Carew's "Excellency of the English Tongue." There is no denying that a perusal of the work as a whole produces a feeling of satiety, not to say nausea. It is a Gargantuan banquet: the same dishes are served again and again with different dressings; and they are composed mainly of a "crambe repetita"—variations on classical criticisms, and these mostly at second hand. Yet, for the student who desires to get at the roots of English criticism, to observe how theory and practice reacted on one another, to trace to its beginnings the never-ending strife between the classical and romantic, to estimate the respective influences of France and Italy on our native literature, the work is a storehouse of facts.

"Pocket-book Classics."—*Satires, Epistles, and Ars Poetica of Horace*. (G. Bell.)

We have already commended more than once these dainty little editions, and need only state that the text is taken from the last edition of the "Corpus Poetarum" and is faced by Conington's translation, the best we have, and in our judgment the most adequate of that great scholar's many essays in translation. The prices range from 1s. 6d. to 2s. 6d. net, according to the binding.

Fractional Distillation. By SYDNEY YOUNG. (Price 7s. 6d. Macmillan.)

The separation of the constituents of a mixture of liquids by the process of fractional distillation is such a common operation in the chemical laboratory and in many industries that this book is certain to appeal to a large number of workers. The researches of Dr. Young in

this department are well known to all chemists and physicists, and the value of the book is much enhanced by the fact that it is no mere compilation, but represents much of the author's own work. At the same time, full justice is done to the labours of others, and at the end of each chapter abundant references to the original sources of information are given. In short, it is a most comprehensive and reliable guide to the subject, and no organic chemist, in particular, can afford to be without it.

Notes on Analytical Geometry: an Appendix. By A. CLEMENT JONES, M.A., Ph.D. (Price 6s. Clarendon Press.)

For the sake either of brevity or of simplicity, several important and useful methods are generally omitted from text-books of analytical geometry. Some of these are here described with considerable skill by Dr. Clement Jones. For example, the equation of the straight line which passes through a given point and has a given direction is employed with advantage in solving many problems; so also are the expressions for the co-ordinates of a point on a conic section in terms of a single variable. The book is intended to serve as an appendix to other manuals, and it certainly supplies a want that many a teacher must have felt.

The Theory of Determinants and their Applications. By R. F. SCOTT, M.A. Second Edition, revised by G. B. MATHEWS, M.A., F.R.S. (Price 9s. Cambridge University Press.)

The first edition of this valuable work appeared in 1880. In the present edition, which has been revised by Mr. Mathews, a few changes have been made. An introductory chapter has been added for the use of beginners, and also new sections on determinants of infinite order and the theory of bilinear forms. Mr. Scott's incomplete bibliography has been omitted, and its place taken by a brief historical note. Without altering the size of the book, these changes distinctly add to its usefulness.

- (1) *A Primer of General History. Part I.: Ancient History*. By W. H. SALTER. (Price 2s. 6d. Horace Marshall & Son.)
- (2) *The Ancient World*. By E. M. WILMOT-BUXTON. (Price 3s. 6d. Methuen.)

A *Welgeschichte* is perhaps as common on the bookshelves of a German home as a Bible on those of an English. Probably none of us would be the worse for a little more devotion to general history. But as to the stage at which children should be initiated into it our mind is by no means clear. We are aware that the knowledge of a fact gains in value as it is brought into relation with the knowledge of other facts, and that to memorize the dates of the chief battles in English history, without some study of causes and effects, is less useful than to learn the times of the fast trains from Euston to the North. But how far can a child follow the chain of causation? At what age, under normal circumstances, is he qualified to go back to the Hittites? Unable to answer these questions, we must be content to call attention to the two text-books before us, in which ancient history is treated generally, and in an elementary way, whilst we leave their utility to be determined by others.

No. (1), by a late scholar of Trinity College, Cambridge, gives twenty-one pages to the civilization of Egypt and Western Asia, the rest of its space, or about two hundred pages, to Greek and Roman history. It is probably as accurate as it is possible for a book on so small a scale to be. The author of (2) makes our flesh creep at times. We quote an extract:

"14-37 A.D.—Tiberius Cæsar, whose deeply marked face shows the bitter heart and imperious temper which makes him an object of hatred in the capital, glances behind him at the evil and vicious youth, Caligula (37-41 A.D.), who is followed in his turn by Claudius (41-54 A.D.), who points to the shores of distant Britain, made by him a part of the Roman Empire.

"54-68 A.D.—Then the vain and wicked Nero comes past with lowering brow, and hands wet with the blood of murdered Christians. Vespasian follows, proud in the knowledge of the destruction of Jerusalem (70 A.D.), and Titus (79-81 A.D.), in whose reign Pompeii and Herculaneum were buried beneath the burning lava of Vesuvius. Then comes Domitian, hated for his cruelty, and Trajan (98-117 A.D.), the great master-builder, some of whose magnificent buildings may still be seen. The emperors are now the choice of the army, which has become all-powerful in Italy."

But the earlier parts of the volume are much better than this, and in it the stories of Egypt, Parthia, India, and so forth are told with care and particularity. One book supplements the other, and those who are on the look out for readable outlines to put into young hands should examine both these.

"Cambridge Bible for Schools and Colleges."—*The Second Epistle to the Corinthians*. By the Rev. A. PLUMMER, D.D. (Price 1s. 6d. net. Cambridge University Press.)

This volume forms a valuable addition to the excellent series to which it belongs. Like all Dr. Plummer's work, this little commentary is learned, scholarly, and thorough. The notes are models of sober and lucid statement. The most interesting feature about the present volume is its advocacy of the theory that the canonical II. Corinthians

is an amalgam of parts of two originally independent and distinct letters. Dr. Plummer's words on this point (from his preface) deserve to be quoted:—"The theory advocated in the introduction and in the notes respecting the last four chapters of the Epistle as having originally been part of another and earlier letter has been adopted with much reluctance. Years ago I wrote against it. I had then, and I have still, a great distrust of speculative dissections of documents where the arguments for disintegration are based wholly upon internal evidence and receive no support from the history of the text. But in the present case minute study of the details at last produced a conviction which became too strong for this reasonable and deep-rooted objection. In the end I was brought to the belief that the internal evidence, although it stood alone, was too often and too consistently in favour of separating the last four chapters from the first nine to be barred altogether by antecedent improbabilities." The introduction (pages i-xi) is adequate; it contains, among other more familiar features, an excellent little section on quotations from the Old Testament. There are also some valuable appendices—A, "The Personal Appearance of St. Paul"; B, "The Apocalypse of Paul"; C, "St. Paul's Thorn for the Flesh"; D, "The Rhetoric of St. Paul."

(1) *The Children's Scott*. By THOMAS CARTWRIGHT, B.A., B.Sc. (7 x 5 in., pp. viii, 166, illustrated; price 1s. 3d. Jack.) (2) *The Jack Readers*. By THOMAS CARTWRIGHT, B.A., B.Sc. (7 x 5 in.; I., pp. 111, illustrated, price 8d.; II., pp. 142, price 10d.; III., pp. 174, price 1s. Jack.) (3) *The Jack Historical Readers*. Book II. By CHARLES F. VERNON, B.A. (7 x 5 in., pp. 220, illustrated. Jack.) (4) *The Addison Temperance Reader*. By WILLIAM FINNEMORE. (7½ x 4¾ in., pp. 219, illustrated. The Addison Publishing Co.)

(1) "The Children's Scott" consists of simple selections—some sixteen in all—from the romances and poems of Sir Walter. They are well chosen and annotated by Mr. Cartwright. They make a pretty little volume, which will make children eager to read more.

(2) The three volumes of "The Jack Readers" are also by Mr. Cartwright. They contain just the right amount of prose and poetry, of fiction and fact, and pictures which children require. We should not have cut up the pages into numbered lines; nor should we have placed the hard words in groups at the beginning of the lessons, but at the end of the book. Nevertheless, the pages are neatly arranged and well illustrated.

(3) "The Jack Historical Reader" concerns the period "from the Norman Conquest to the Battle of Bosworth." It consists of well chosen incidents from the period it represents, illustrated with good pictures in colours. The subject-matter of the book is divided into eight parts, and each part is followed by a brief summary of events.

(4) Mr. Finnemore's "Temperance Reader" is as well done as such books can fairly be. But the *toujours perdrix* of temperance is rather difficult diet for the young to assimilate. It would have been better to intersperse the banquet with a greater variety of dishes. Not that the pieces chosen are unduly and unwisely forced; they are not. But the flavour is always the same, which seems to us a mistake.

"The Belles Lettres Series."—Section I. (1) *Judith*. Edited by ALBERT S. COOK. (6 x 4¼ in., pp. xxiv, 172; price 1s. 6d. net.) (2) *The Battle of Maldon, and other Short Poems from the Saxon Chronicle*. Edited, with Introduction, Notes, and Glossary, by WALTER JOHN SEDGEFIELD, Litt.D. (Do., pp. xxiii, 96; price 1s. 6d. net.) (3) Section III. *The Good-Natur'd Man and She Stoops to Conquer*. By OLIVER GOLDSMITH. Introduction and Biographical and Critical Material by AUSTIN DOBSON, LL.D. (Do., pp. xxix, 285; price 2s. 6d. net.) (4) Do., *Eastward Hoe*, by JONSON, CHAPMAN, and MARSTON, and JONSON's *Alchemist*. Edited by FELIX E. SCHELLING, Litt.D. (Do., pp. xxxi, 408; price 3s. D. C. Heath & Co.)

This excellent series of books is intended rather for students who have just left school than for those who are still at it; though the poems might be used by boys and girls in the highest form.

(1) Mr. Albert S. Cook is Professor of English Language and Literature in Yale University. He has edited the old English epic fragment before; but has so much increased his material and modified it that practically the edition is a new one. The introduction gives all that is necessary about the history, sources, art, invention, &c., of the poem, and is a good piece of work; and the notes, bibliography, glossary, &c., are all excellent.

(2) Dr. Sedgefield is Lecturer in Anglo-Saxon and English Philology in the Imperial University of St. Petersburg. His little book is admirable in every way. He gives us a good introduction and a very full glossary and bibliography; and his notes are brief and businesslike. The chief of the "short poems" is the Battle of Brunanburh.

The other two books belong to the English drama section of the series. They are well edited, and furnished with introduction, notes, bibliography, and glossary. But very little is said about the biographies of any of the writers, the main space being devoted to the plays themselves.

(3) Everything that is wanted is given in the Oliver Goldsmith volume—including the Doctor's essay on the theatre and on the register

of Scotch marriages, both of which appeared in the *Westminster Magazine*, Vol. I., 1773. The text is collated by George P. Baker, who adds a note thereon in each case.

(4) The Jonson volume also is well fitted out with all that a scholar can want—even to the letters of Ben Jonson and George Chapman relating to "Eastward Hoe," reprinted from the *Athenaeum* of March 30, 1901, and the bibliography of "The Alchemist" is particularly good. We have not come across so well edited a series of books for a long while.

Browning's A Death in the Desert. With Introduction and Notes by the Rev. G. U. POPE. (Price 1s. 6d. net. Sonnenschein.)

These notes have been evolved in the laboratory, not in the study, and contain answers to questions actually proposed by learners to the annotator. They are, as it were, a model lesson to show how a great poem should be studied. To one *dictum* we may take exception: "Browning is the most absolutely correct of all poets; one very seldom hears of the detection of any incongruity, incorrectness, or anachronism in any of his multifarious writings." This may be literally true, though in this very poem there is an allusion to telescopes; but, in the larger sense, Browning is not and does not pretend to be correct—to borrow Mr. Hutton's happy phrase, he is not dramatic, but semidramatic. Thus, he gives us here not the St. John of the Gospel or the St. John of the Revelation, but the St. John of Bishop Westcott refuting the higher criticism of Germany.

Across the Great St. Bernard. By A. R. SENNETT. (Price 6s. net. Bemrose & Sons.)

A popularly written account of a bicycling tour amid the Alps. It includes something about Switzerland, its people, industries, education, and government; a description of the passage of the Great St. Bernard Pass by Hannibal and Napoleon, and a history of the famous Hospice of St. Bernard. Plenty of good illustrations make the volume of value to those contemplating a similar tour.

Philips' New Handy General Atlas of the World. (Price 21s. net.)

This atlas has been revised and much enlarged, the new edition containing 160 coloured maps and plans, dealing exhaustively with physical, political, and commercial geography. The additional illustrations include plates of national and mercantile flags, a political map of South Africa, and physical maps of England and Wales, Scotland, Ireland, France, the German Empire, India, and the United States. There is also an index of 100,000 names. The maps are admirably engraved and printed, and the information is up to date. This handsome volume can be strongly recommended as a reliable work of reference.

"Books on Business."—(1) *Law in Business*. By HEW A. WILSON.

(2) *The Business Side of Agriculture*. By A. G. L. ROGERS, M.A. (Methuen.)

(1) The present volume is a very useful manual for business men and women. The author clearly explains what constitutes a contract, and expounds the law as affecting cheques and other negotiable instruments. As Mr. Wilson points out, no trouble ever arises when a cheque is duly honoured, but when it is not "the person presenting it looks round to see whom he can make liable." Under such circumstances the information given in the book will be found most valuable. Other chapters treat of the law concerning "Contracts for the Sale of Goods," "Bailments," "Principal and Agent," "Landlord and Tenant," and "Bankruptcy."

(2) This book, as its title sufficiently indicates, occupies itself with the "business side" of the farmer's industry—a side which has hitherto not received the attention it deserves in this country, especially since it has had to be admitted that agriculture in England does not pay. The best methods of marketing both vegetable produce and live stock are discussed in a practical manner. The author is convinced that important and favourable results would follow the development of co-operative societies for the collection and sale of farmers' produce.

Handbook to the Pentateuch. Vol. II. *Departure from Egypt to the Death of Moses*. By Rev. H. C. BATTERBURY. (Price 2s. 6d. net. Rivingtons.)

Assuming the attitude of the editor—a diocesan inspector of schools—to be the right one for the teacher, we can heartily commend the plan and execution of the present volume. But, as was indicated in a remarkable paper read by the Rev. Vernon Storr at the recent Church Congress, there is a more excellent way. Thus we do not think it tends to edification to tell the pupil without explanation or comment that the Ten Commandments were "written by the finger of God upon two tables of stone," that "they are but the law of Nature definitely expressed . . . by which men will be judged at the last day."

Selected Poems of Gray, Burns, Cowper, Moore, Longfellow. Edited by H. B. COTTERILL. (Price 1s. Macmillan.)

We have here a dozen short poems ("John Gilpin" is the only one of any length), with very full introductions and notes. For the choice of the poems not the editor, but the Intermediate Education Board for Ireland, is responsible. Given the authors and the school age, it does not seem to us such a bad selection as the editor thinks it. Mr. Cotterill is a scholar and a sound literary critic. As to derivations, which he rightly tabooes in his preface, he is quite consistent.

Whitaker's Modern Method of learning German. By C. W. WHITAKER and H. G. BRAUN. (Price 3s. net. J. Whitaker.)

The "Modern Method" is an adaptation of the old Robertsonian method. We have a consecutive story of travel with a literal inter-linear translation, divided into lessons and followed by a conversational series of questions and answers. We can commend it for the use of private students, but we much doubt whether they will learn the true German pronunciation by help of the transliteration. Here is a specimen: "Umm naysch'-sten tah'-guen punkt'-leech."

English Poetry for the Young. Compiled and Edited by S. E. WINBOLT. (Price 1s. Blackie.)

The book is cheap and well printed, but there is nothing to distinguish it from a dozen similar collections. "The Young" is an elastic term; but, if children of twelve and under are meant, we should bar Wordsworth's "Lucy Gray," for reasons we have often given, and, for more obvious reasons, Goldsmith's "Traveller" and the inevitable "Elegy."

Poetical Works of Sir Walter Scott. Edited by J. LOGIE ROBERTSON. Oxford Complete Edition. (Frowde.)

This edition is really complete, containing every known poem and fragment of verse that Scott wrote. It extends to nearly a thousand pages in double columns. We wonder how many lovers of Scott—even Scotchmen—have read "Ludyow Castle," or "Auchindrane." Mr. Robertson has done more than any previous editor in sifting from the mottoes what is really Scott's.

Britain on and beyond the Seas. By CECIL H. CROFTS. Third Edition. (Price 1s. 6d. W. & A. K. Johnston.)

We do not remember to have noticed before this useful handbook to the Navy League Map of the World; but, if we have, there can be no harm in commending once more a full and accurate narrative of the growth and doings of the English Navy. There is, of course, a reverse of the medal; and the diagram that shows that in the last ten years the amount spent on the building of warships has been more than trebled is not a matter for unmixed rejoicing. "The supremacy of the Navy" is an elastic term; it used to mean superiority to any combination of two—but this will not satisfy the Navy League. We are impelled to put in this caveat; but it does not apply to the body of the book, which is a record of sea victories.

"Macmillan's Pocket Novels by Favourite Authors."—*Philosophy 4.* By OWEN WISTER. (Price 2s.)

A novel it is not by any definition of the word, from Dr. Johnson's down to Prof. Saintsbury's, but a study of the life of two fast undergraduates at Harvard University. They are evidently drawn from the life, though the added humour is the speciality of the author of "The Virginians." If an action for libel lay against a corporation, the Harvard authorities would assuredly sue Mr. Wister for making Billy and Bertie pass in *Philosophy 4*.

Notes on S. Matthew. By Rev. C. J. HAMER. With Questions set at the Oxford and Cambridge Local Examinations. (Allman.)

A collection of notes, of the usual kind, for examination purposes. The questions printed at the end will be found useful.

"Macmillan's English Classics."—*Selections from Wordsworth.* Prefaced by LOWELL'S *Essay*. Annotated by H. B. COTTERILL, M.A. (7 × 4½ in., pp. xli, 84; price 2s. Macmillan.)

Mr. Cotterill has given us a well edited selection of Wordsworth's poems—some twenty-four in all—with Lowell's well known "Essay" prefixed. The little edition is intended, in the first instance, for the examination of the Irish Intermediate Education Board, but may well serve for others besides examination candidates. Lowell's "Essay" has its drawbacks, but, on the whole, is an excellent piece of work. The poems are admirably annotated; but the notes are, here and there, somewhat too long and spun out for beginners.

"Macmillan's English Classics."—*William Pitt.* By Lord MACAULAY. Edited by R. F. WINCH, M.A. (7 × 4½ in., pp. viii, 141; price 2s. Macmillan.)

Mr. Winch devotes a page and a half to the introduction, and makes it consist of a quotation from Cotter Morison and another from Dean Milman. But he takes his revenge in the notes, and gives us some fifty-seven closely printed pages. We think it a mistake to be so full, good as the notes are in themselves. But, then, Lord Macaulay is so allusive that it is difficult to know where to stop. Perhaps Mr. Winch has chosen the better part.

Lamb's Tales from Shakespeare. First Series. (Price 6d. T. C. & E. C. Jack.)

A handy reprint of four of the "Tales"—viz., "The Tempest," "As You Like It," "The Merchant of Venice," and "King Lear."

"Heath's English Classics."—*Ivanhoe: a Romance.* By Sir WALTER SCOTT. Edited, with Introduction, Notes, and Glossary, by P. L. MACCLINTOCK, M.A. (6¾ × 4½ in., pp. xxv, 530; price 2s. D. C. Heath & Co.)

Mr. MacClintock is commendably brief in his introduction and notes, and not too full in his glossary. He tells us all that need be said about the multitudinous historical errors of the book in his intro-

duction, which, we are glad to note, "is not an introduction to the life of Scott, nor to Scott's literary work, but tries to attain the more modest end of being an introduction to 'Ivanhoe.'" He is quite successful. His edition is a good one.

"Moffat's Plays of Shakespeare."—*Julius Caesar.* Edited, with Introduction and Notes, arranged and classified by THOMAS PAGE. Tenth edition, carefully revised. (7 × 5 in., pp. 181; price 2s. E. J. Arnold & Son.)

When a book has got into its tenth edition there is nothing more to say than that it is a good book, and has met the popular demand. This is distinctly a good edition, well annotated.

Object Lessons in Elementary Science. By VINCENT T. MURCHÉ, F.R.G.S. Stages I. and II. (6¾ × 4¾ in.; Stage I., pp. 188; Stage II., do.; price 2s. Macmillan.)

This is a new and revised edition of Mr. Murché's book on "Object Lessons in Elementary Science." It is well written, well illustrated, and brought up to date. There is no reason why it should not be as successful in its revised as in its original form. It is based on the scheme issued by the late London School Board.

Stanford's Compendium of Geography: A Glossary of Geographical and Topographical Terms. By ALEXANDER KNOX, B.A., F.R.G.S. (7½ × 5 in., pp. xl, 432; price 15s. Edward Stanford.)

This is a supplementary volume to Stanford's well known series of volumes on geography and travel. It contains not only geographical and topographical terms, but also words of frequent occurrence in the composition of such terms and of place-names. The main difficulty is one of spelling; but this has been made to conform, as far as possible, with the spirit of the code or system recommended by the Royal Geographical Society. The introduction deals with this. Of course, in pioneer work of this kind, mistakes must occur; but we do not think they will be numerous. The work of compiling the volume has been one of great difficulty, and, as far as we can judge, has been well done.

"Dent's Temple Series of English Texts."—(1) *The Lay of the Last Minstrel.* Edited, with Introduction, Notes, and Glossary, by J. W. YOUNG. (7 × 4¾ in., pp. xxiv, 188, illustrated; price 1s. 4d.) (2) *The Lady of the Lake.* Edited, with Introduction, Notes, and Glossary, by FLORA MASSON. (Do., pp. xxxii, 198, illustrated; price 1s. 4d. Dent.)

These editions are well printed and well bound and neatly illustrated. After a part assigned to the life of Scott—the same in both cases—the introductions deal with the subject-matter of the poems in a bright and interesting fashion, but at no great length. The notes are brief, not too numerous, and quite adequate. The glossary also is satisfactory in both cases; indeed, it is some time since we have met with such workmanlike editions of Scott's poems. We are glad to be able to recommend them heartily.

"Jack's Language Series."—*Class Work in English.* Book VI. (Pp. 64; price 4d. Jack.)

This is an *inductive* little book, thoroughly practical, and up to date. Children learn to do by doing: they learn language by using language, and the method and material are right. The portion of the English language included is that which deals with analysis, composition, correspondence, and picture stories. At the end of the book are added three good passages for recitation.

Landmarks of European History. By E. H. M'DOUGALL, M.A. (7 × 5 in., pp. 301; price 3s. 6d. Blackie.)

Mr. M'Dougall used to be assistant in the Tewfikieh School and Training College at Cairo. He had to struggle with a rather unwieldy syllabus of European history, borrowed from Germany, for which no books were available for his Egyptian scholars—none, at least, of the prescribed amount. He had therefore to construct a history for himself to cover the syllabus of the second of the three years for which the original syllabus was made. The result is the book before us. He begins with the growth and decline of the Roman Empire, and brings the narrative rapidly to the fall of Napoleon, and adds a supplementary chapter on the colonization of European Powers, more especially Great Britain. He has done his work well. Considering the immense period he has had to deal with, he writes lucidly, and leaves a distinct impression on the mind of his readers of the great events of European history. His pages are illustrated with many maps, four of them in colour, and he adds a good index.

CLOUGH'S *The Tudors before Elizabeth.* (7 × 5 in., pp. 164; price 2s. Ralph, Holland, & Co.)

This brief history of the foundation of modern England covers the period from 1485 to 1558. It is well written, well illustrated with portraits of the notable people, and contains all the chief movements of the time.

Laws of Health. (7¼ × 4¾ in., pp. 80; price 6d. net. McDougall's Educational Co.)

This book, which is profusely illustrated, begins with an account of the human body, and proceeds to air and water, food, care of the body, ventilation, &c. It gives a clear and simple account of all that is necessary under its title. It is a very good sixpennyworth, and should be found useful.

A Survey of the British Empire. (7 × 5 in., pp. 352, illustrated; price 2s. Blackie.)

An historical, geographical, and commercial account is given in broad outline of the British Empire in its present extent and of the ways in which it has been built up. After a short introduction emphasizing the importance of the United Kingdom the rest of the book is devoted to giving an account of the Empire continent by continent, and of British trade commodities. It is fairly full and well arranged. It will be found useful in schools.

A First History of England. Part V., 1603-1689. By C. L. THOMSON. (7½ × 4¼ in., pp. xii, 288, illustrated; price 1s. 6d. Marshall & Son.)

In Part V., as in the preceding parts of this excellent little book, original authorities have been followed both in the letterpress and in the illustrations; but it has been found increasingly necessary to have recourse to more recent and standard works. It is, however, intended that the chapters should be accompanied by oral lessons. Miss Thomson has deserved well of the little people in producing for their use so bright and fresh a volume. It is sound and interesting and remarkably well put together. It concludes with a chapter on the social life of the time, and is provided with a good index.

Little Folks of Many Lands. By LULU MAUDE CHANCE. (7½ × 5½ in., pp. 112; illustrated; price 2s. Ginn.)

This is a charmingly illustrated little book for little people. It contains seven stories of children of various countries—Indian, Eskimo, Arabian, Japanese, &c.—told simply and brightly. Appropriate nursery stories to each child are introduced; and the whole is rendered as interesting as possible. We have enjoyed the accounts very much, and particularly "Mina, the Holland Girl." But what is she doing in this gallery? There are, moreover, many other little folks asking for admission. We add our voices to theirs. It is a capital book.

Gems from the Victorian Anthology. Edited by the Right Hon. Sir M. E. GRANT DUFF. (5½ × 3¾ in., pp. xii, 397; price 2s. 6d. Sonnenschein.)

Two years ago Sir Mountstuart Grant Duff published an Anthology of the reign of Queen Victoria, which immediately became popular. He has now published gems from the same—that is, poems and parts of poems which he liked best chosen from the same collection. From a school point of view it suffers from the time limit; but taken simply as a volume of poetry belonging to the reign it would be hard to beat. The earlier and the middle and late middle days of Victoria were a period peculiarly rich in verse, and Grant Duff has given us of the best of these. There is no poem in the book which did not deserve to be quoted, and few there are which did not richly so deserve it. Few men could have made so excellent a collection.

"Little Biographies."—*Johann Wolfgang Goethe.* By H. G. ATKINS. (6¾ × 4½ in., pp. xiii, 180, illustrated; price 3s. 6d. Methuen.)

Mr. Atkins has produced an excellent "little biography" of Goethe. Glancing lightly over the periods of selfishness and of things not desirable, he has chosen the volumes of the "Dichtung und Wahrheit" as the chief source from which to illuminate the earlier days down to his first settlement in Weimar in 1772, and generally and for the rest of his life he has had recourse to some seven well known biographies. The little book gives the effect of a whole, though naturally a much curtailed whole, and incidentally mentions all the leading works of the poet. It has been a labour of love, and is well done.

Reading and Writing. Compiled by H. R. BEASLEY. (Price 6d. Jack.)

A graduated course of exercises for teaching children to read handwriting is, as far as we are aware, a new idea, and it has been well carried out. The facsimiles are most of them worth reading, and some of them—for instance, those of Charles Kingsley, Robert Browning, R. L. Stevenson, and General Baden-Powell—will interest teachers even more than pupils. There is a delicate irony in putting Queen Elizabeth's autograph, the easiest of all, first, and that of a modern schoolgirl last. The latter we have at last deciphered, but it is nearly as hard as Lord Melbourne's letter that we once set for an extra prize.

Hints to Reciters. By the late CLIFFORD HARRISON. (Swan Sonnenschein.)

A melancholy interest attaches to these "hints," a dying legacy from one of the most famous of recent reciters, cut off in his prime, and without a rival after the retirement of Mr. Brandram. Mr. Harrison makes no pretence of communicating his art; he tells us that a lesson from a competent master of elocution is worth all learned directions of the text-books. What he does, and does successfully, is to guide the young reciter in the choice of passages, to point out what "cuts" are permissible and expedient, and to warn him against the pitfalls to which he is most liable.

Poet's Corner. A Book of Verses for Children. (Price 1s. E. Arnold.)

Simple poems, variety, big print—the book fulfils these three essentials. Perhaps there are too many poems about children, such as Longfellow's "The Children's Hour" or Mrs. Browning's "A Child's Thought of God," and too few poems of action; but on the whole the choice is commendable.

"Cassell's National Library."—(1) *Thoughts on the Present Discontents.* By EDMUND BURKE. (2) *King Richard II.* By WILLIAM SHAKESPEARE. (3) *Sartor Resartus.* By THOMAS CARLYLE. With an Introduction by G. K. CHESTERTON. (6 × 4 in. each, pp. 192, 192, 213; price 6d. each. Cassell.)

These are three excellent little volumes recently added to "Cassell's National Library." The first two are edited by Mr. Henry Morley, and the third by Mr. G. K. Chesterton—all very briefly and well. The first has four short speeches of Burke's added; the second has extracts from Langland and Gower dealing with "Richard II.," and the third has certain testimonies of authors and a summary of the essay.

"Carpet Plays." Edited by LUCIAN OLDERSHAW. (1) *Two Old Children.* By W. TEIGNMOUTH SHORE. (2) *The King's Command.* By CARLTON H. TERRIS. (3) *Spoken Thoughts.* By MARGARET B. CROSS. (Price 6d. net each. R. Brimley Johnson.)

Mr. Oldershaw was sometime Secretary of the Oxford University Dramatic Society. The plays which he edits are bright and amusing, and can be acted in a drawing-room or lecture hall. Very few properties are required. There should be a good run on them at Christmas-time. Permission to perform them can readily be got for a small fee from Mr. Johnson, the publisher.

The Work of the Prophets. By ROSE E. SELFE. (Price 2s. 6d. net. Longmans.)

This forms the third volume of the series "Simple Guides to Christian Knowledge," the scope of which we have indicated in previous notices. Miss Selfe has succeeded in maintaining the simple but by no means childish treatment of the earlier volumes in a portion of the Bible which lends itself far less readily than the history. The lives, circumstances, and main teaching of each Prophet are clearly set forth. There is no attempt at critical exposition, not even a hint that there are two Isaiahs, and perhaps this is well.

English Colloquialisms with their French Equivalents. By ARTHUR H. SMITH. (Hachette.)

In reviewing a similar work of French origin, we pointed out how much more need there is for an English-French than for a French-English collection of idioms. This little book is on a modest scale, and it only offers one equivalent; but the idioms are well chosen, and the equivalents generally apt. Once or twice we may take exception: "The grapes are sour.—Ils sont trop verts." "Do you see any green?"—"Without 'in the corner of my eye' we should not understand." "The little shoe-blacks.—Les petits savoyards."

Sir Thomas More's Utopia. Edited, with Introduction and Notes, by J. CHURTON COLLINS. (7½ × 5 in., pp. lii, 283; price 3s. 6d. Clarendon Press.)

This very full and excellent edition is based on that of Dr. Lupton, and is intended to meet the needs of those students who require some elementary philology and those who will be chiefly concerned with philosophy and history. Consequently, the editor has sought to expand and supplement Dr. Lupton's somewhat brief treatment of these subjects, and to supply more rudimentary information than he thought necessary. Mr. Collins has given us an interesting introduction dealing with the life of More, the origin and inspiration of the "Utopia," its framework and models, the plot and the purpose of the work—adding a brief note on early editions and translations. The notes are somewhat full, but none the worse on that account; and there is a philological glossary. In fact, the book is complete in every way—down to an appendix containing two letters, one from Peter Giles to Hierome Buslyde and the other from More to Peter Giles. We do not know of any school edition to compare with it.

The author of "Everyday English," Mrs. Rankin, writes from Minneapolis pointing out that she by no means advocates discarding English grammar entirely from the school curriculum, but merely the postponement of the study till the child can receive it without aversion, "My system is intended to correlate closely with a short, but strong, course in technical grammar."

Hazell's Annual for 1905. (Price 3s. 6d.)

The special article on "Education," which extends to thirteen pages, includes a full account of the Act of 1902 and a judicious comment on the Passive Resistance movement and the Welsh opposition to the Act.

We have received from the French Ministry of Public Instruction the seventh volume of *Statistique de l'Enseignement Primaire*, 1901-1902. This quinquennial census dates back from the Special Commission appointed in 1876. Since the last census the number of public schools (elementary, superior primary, and maternal) has increased by 288, and the number of masters and mistresses by 3,299; but the staff is still pronounced insufficient, there being 7,456 classes numbering over fifty pupils—some actually reaching a hundred. There has been a considerable decrease in Congregational schools for girls and maternal schools, while adult courses have nearly doubled. The Budget has risen by 11,000,000 francs.

JOTTINGS.

AT the Half-Yearly General Meeting of the College of Preceptors, January 28, it was announced from the chair that the opinion of two eminent counsel, the Right Hon. R. B. Haldane and Mr. T. T. Methold, had been obtained on certain legal aspects of the new Charter drafted with a view to federation. Counsel held that there would be no legal difficulties in the way, and that a dissentient minority would have no *locus standi*. On the other hand, they were of opinion that the Lord President of the Council would not be disposed to advise the grant of the new Charter, nor could any alterations in it be made that would be likely to commend it to the Privy Council. The tendency of the times was to regard teachers from a different point of view from that of 1849, when the Charter of Incorporation was granted.

THE *Schoolmaster* relates at length an amusing incident which "transpired" (*sic*) at the Liverpool Conference. Dr. Macnamara handed to Sir W. Anson a sum that had been set to children of eleven in a Berkshire scholarship examination. "He had seen the question on the 15th of October last and had not quite satisfied himself about the answer yet. If Sir William could not work the sum, there was no one in England could." Sir William, after an hour and a half's reflection, adroitly avoided the problem, answering in parliamentary language that he required notice of that question. The problem was: "A franc is worth 9½d. and a dollar 4s. 1½d. What is the least debt in dollars that can be paid in francs?"

WE can cap the story by one of Mr. Matthew Arnold. Mr. Arnold had just returned from one of his official visits to the Continent and was extolling the superiority of French teaching. "For instance," he said, "in arithmetic they do everything by the unitary method." A Charity Commissioner who was present asked for an explanation of the term, and, failing to understand Mr. Arnold's account, asked how he would work by the unitary method the sum, "If 2 men plough a field of 10 acres in 2 days, how many days will it take 4 men to plough a field of 5 acres?" Mr. Arnold pleaded that he could never do a sum in his head and retired, with the sum written down, into a corner. When, after a long interval, he appeared again, Mr. R. was departing, and a voice was heard at the top of the stairs crying: "I say, R., was that a real sum you set me or only a sell?"

MR. LANCELOT's complaint at the North of England Conference that examinations were a money-making business in which all kinds of people, except schoolmasters, participated is not borne out by the last balance sheet of the College of Preceptors. The Statement of Assets and Liabilities shows a balance to the good of nearly £19,000. The examination fees for 1904 amount to over £11,000, while the expenditure under this head, including salaries of secretaries and Dean's fees, are roughly £8,000.

WHATEVER happens at Oxford and Cambridge, Greek at Uppingham must endure. "Every head master of a school like ours is compelled to uphold Greek." He is bound by the scheme "to supply practical and liberal education," and "liberal education includes Greek." It is strange that this simple syllogism of the Rev. E. C. Selwyn did not convince his sixth form. When he set them an essay on the subject they one and all opined that, without compulsory Greek, Greek must go. We hope that Mr. Selwyn when he gave back the essays pointed out how mistaken they all were.

"WHAT is unreasonable is to compel students who are not going to study Greek after the Little-go to spend a year or two at the end of their school days in learning just enough of it to pass. It is a misfortune that, just at the moment when so many secondary schools are being reorganized on a plan which gives due scope to English as a means of humanistic training, the old Universities should slam the door in their faces."—*Morning Post*.

"THE *locus classicus* on the value of Greek and Latin happens to be the *dictum* of a great Greek scholar—Dr. Gaisford. 'The study of these languages,' said the Dean, 'not only introduces the student to a noble literature, but it leads to places of considerable emolument in the Church of England. In regard to the utilitarian advantage he spoke for specialists; on the literary question he spoke on behalf of every undergraduate.'"—*Observer*.

AT the dinner of the Incorporated Association of Head Masters the President, Mr. Went, told a good story, for the authenticity of which he vouched. A head mistress recently received a letter from a mother, asking that Selina might be excused from Scripture lessons—"her

father and I, having given the subject our careful consideration, have come to the conclusion that French conversation will be more useful to her hereafter."

AT the same dinner Dr. Warre, discussing the Greek question, spoke of "the clamorous crudities of blatant utilitarians," and Mr. Moss put the points on the *i's* by reading extracts from Prof. Ray Lankester's letter to the *Times*. Canon Bell revealed a Cabinet secret. He had once given the casting vote for Mr. Moss against Mr. Thring for membership of the Conference Committee. Dr. Macclure invented a happy euphemism for paying taxes—"Once a year I think imperially."

A CHILD admitted to a hospital, being asked what was his religion, is reported to have said: "If you please I don't drink beer."

THE degree of Doctor of Letters at the Sorbonne has just been taken, for the first time in history, by a lady—Mlle. Merlette de Provins. The subject of her thesis was "The Life and Works of Elizabeth Barrett Browning."

MR. C. T. MILLIS presented a valuable paper on "The Teaching of Arithmetic" to the London County Council Conference of Teachers. We hope the paper will be printed and widely read.

IT is stated that in some of the Leeds schools every child is a depositor in the Yorkshire Penny Bank. The total amount deposited is almost £40,000, an average of over 9s. a child.

MANY curious reasons are given for absence from school. Here is one taken from the *Schoolmistress*: "Dr sir; Samuel cannot come to school this afternoon, as he has glued his head to the dresser, and we have not been able to separate him yet."

A HEATED discussion took place at Aberdare, where some members of the Education Committee wanted to dock the teachers' salaries during the Christmas holidays, on the analogy of the colliers in the district, who received no pay when the pits stood idle. The motion was not carried.

"NO country in the world comes near us in our hunger for examination results and certificates to hang up in our bedrooms," said Mr. Morant the other day at Wigan. He has evidently been reading "Love and Mr. Lewisham."

AN appeal, signed by peers, bishops, and other influential persons, has been issued to all Local Authorities, calling upon them to have regard to the formation of character as the principal aim of education; and urging that in all schools effective moral training based upon those Christian principles which ought to pervade all teaching and discipline should be provided. To this end Bible teaching should be continued, supported by influences inspired by the spirit of that teaching.

MRS. DAVIES, in the *Contemporary Review*, has some severe things to say about teachers of cookery. She instances a girl with a first-class diploma for all branches of high-class and plain cooking who was unable to prepare a dish of mutton cutlets, and gravely stated that she did not understand joints. Another told her managers that she could not teach stewing unless she had a gas-stove. No doubt there is much unreality in the instruction given. The lessons ought to enable the pupils to make the best use of their cottage grates.

THE *Morning Post* is devoting itself to educational topics. It has printed a letter from Mr. Thomas Allen.

WE extract the following curious puzzle from the *Leeds and Yorkshire Mercury*: "It is startling to find that there is no essential subject in our educational equipment to which less attention is paid in this country than geography. The reason seems to be that it is more profitable from the point of view of tuition to teach something else." The remark is not uninteresting as indicating the attitude of mind of the reporter towards education.

WITH regard to the use of the divining-rod, a somewhat flippant correspondent in the *Times* points out that the rod has also been a powerful educational instrument for locating, evoking, and stimulating the latent forces of the brain, especially in early youth—forces which no other known agency could elicit.

"To yongs gentlemen whish english concerning lessons and private circles. References and photograpie to "Utile dulce" this news-

(Continued on page 140.)

TWO NEW LATIN BOOKS OF SPECIAL INTEREST AND IMPORTANCE

BLACKIE'S LATIN COURSE

(Based on Conversation throughout)

By E. H. SCOTT, B.A., and FRANK JONES, B.A.

The most successful endeavour to apply modern methods to the teaching of Latin. The First Course has been adopted in the leading Preparatory Schools, Girls' High Schools, and in the Lower Forms of the great Public Schools. Its success has caused a Second Part on the same lines to be prepared. This Part is now issued.

The Second Course develops the methods of the First, modified to suit the different stage which the pupil has reached. It consists for the most part of exercises (*præparatio, lectio, interrogatio, grammatica*) based on Caesar's First Book, and so arranged that the pupil is led gradually and systematically to acquire a mastery of the elementary syntax of the complex sentence. The oral methods begun in the First Course are continued. The original text of Caesar, and easy passages from other authors, are given, to be read after the preparatory exercises are worked through.

A special feature of this book is that all the long vowels are marked, including the "hidden quantities" in such words as *cōsul, iūnx, quārtus*; thus introducing the quantitative system advocated by Professor Postgate in England, and Professors Hale and Buck in America.

In response to numerous suggestions from teachers, a number of illustrations are included in the First Part.

SOME OPINIONS OF THE FIRST LATIN COURSE.

The **SCHOOL WORLD** says:—"This is quite the best book hitherto published for beginners, and we venture to prophesy that this, or others written on the same principle, will supersede all existing manuals."

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Professor J. P. POSTGATE, in the *Classical Review*, says:—"It is clear and practical in its plan and arrangement, the sections (*capita*) seem to be of the right length and properly graduated in difficulty, the importance of pronunciation is recognized; in a word, it appears to be a very teachable book."

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paper's redaction. Discretion honnoursake."—This conundrum from a Stockholm newspaper appears to mean that a teacher of English requires pupils.

A CORRESPONDENT adds to our specimens of French-English the following from the *Daily Telegraph*:—"bon volonté" (editorial); the Princess had been greatly touched by their kindness, and wished him to say to Mme. Rejane: "Mlle. Remerciements" (report of a *matinée* performance for the children); "Monsieur Anglaise désire, &c." (advertisement of an Englishman seeking a post in France on the strength of his knowledge of the lingo).

CANON H. C. BEECHING, D.Litt., has consented to lecture on "The Spiritual Teaching of Shakespeare" to the members of the Central Guild on Friday evening, March 17, at Bedford College, York Place, Baker Street; hour 8.15 p.m. Tickets for this lecture can be obtained from Miss Burns (Hon. Sec., Section D), 36 Norland Square, W.; and, as space is limited, it is requested that applications for these be made before the end of February.

MR. FRANK J. ADKINS writes to correct the statement that he is Head Master of the Secondary School for Boys at Salford: "I was unable to accept the post owing to the conditions attached to it."

A CASE of impudent imposture given at length in the *East Kent Advertiser* shows how casually appointments to head masterships are sometimes made. A man calling himself H. W. Ord, M.A., was elected by the Governors to the Head Mastership of Crewkerne Grammar School on the strength of testimonials written by himself certifying his merits as head master of a school which has no existence. The name assumed by the impostor is that of a distinguished assistant master in Blackheath School. "Quis gubernabit gubernatores?"

MR. CLOUDESLEY BRERETON will deliver three lectures at the London School of Economics on the 13th, 16th, and 20th, at 8 p.m., on "The Organization of Modern Languages Teaching in Great Towns." Fee 2s. 6d.

THE death of the Rev. Lancelot Sanderson, who passed away at Worthing on December 9, removes one of the most successful of our

preparatory head masters. He was born in 1838, graduated at Clare College, Cambridge, and was appointed to a mastership at Harrow in 1865. In 1869 he succeeded Mr. Bernaise at Elstree.

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THE total number of schools up to December 31 recognized for Regulations 3 (3) and 4 was 1,216; 300 more were provisionally recognized. For Regulation 3 (2) (ii), 21 schools were recognized. Of these, 41 schools were Scotch, 29 Irish, and 33 Indian and Colonial. The total number of teachers registered in Column B up to the same date was 7,671—men, 3,630; women, 4,041. Of these, 4 men and 149 women were under Regulation 3 (permanent conditions); 2,852 under 4 (2) (i) (a); 370 under 4 (2) (i) (b); 336 under 4 (2) (ii); 2,333 under 4* (head masters and head mistresses); 18 under 5 (2) a (16 men and 2 women); and 1,599 under 5 (2) b (ten-year clause).

OUR old friend John Paget has again been laid by the heels for failing to report himself to the police. In the evidence it came out that for over twenty years he had made his living by preying on the public as a school agent. He had never, the officer said, once found a school for a pupil or placed a pupil in a school. We know not which to admire most—the gullibility of the public or the cleverness of the impostor.

WE understand that the College of Preceptors is revising the timetable for its examinations—none too soon. As it is, a pupil taking English, Latin, French, and Arithmetic, a very common combination of subjects, has on one day seven and a half or eight and a half hours of examination, and, if he or she adds Domestic Economy, nine hours. In the Oxford Schools and the Cambridge Triposes six hours a day is the limit.

THE Local Examinations and Lectures Syndicate of the University of Cambridge announce that after the present year the arrangements made for examining Senior candidates in the Local Examinations in spoken French and spoken German will be extended to Junior candidates.

(Continued on page 142.)

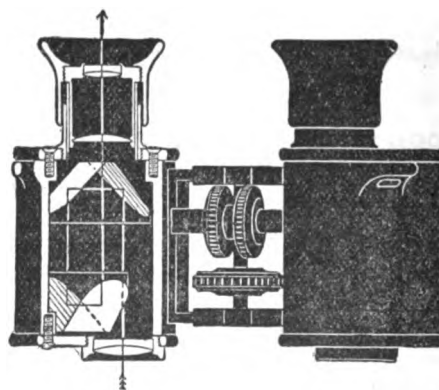
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SEVERAL promotions are announced in the Board of Education inspectorate: Mr. A. E. Scougal becomes Senior Chief Inspector of Schools in Edinburgh; Mr. J. Boyd will remain in Aberdeen, and Mr. A. R. Andrew is appointed Chief Inspector in Glasgow. Mr. W. G. Fraser is promoted from Junior Inspector to the position of Inspector; Mr. David Thompson, First Class Sub-Inspector, becomes Inspector; Mr. J. H. Murray, Second Class Sub-Inspector, becomes Junior Inspector; and Mr. A. McDonald is promoted from the Second Class to be a First Class Sub-Inspector.

UNIVERSITY COLLEGE, LONDON, must suffer dissolution before it can become an integral part of the University of London. The money difficulty has been surmounted, and sufficient funds are now in hand to justify the carrying out of the project. Accordingly in the ensuing Session parliamentary powers will be sought to dissolve the partnership at present existing between the College, the Medical School, and the Boys' School. Suitable provision will be made in the Bill for the latter two, and then the College proper will be absorbed in the University.

IN reference to a note on the metric system, the Secretary of the Decimal Association writes: "The case between us and the British Weights and Measures Association can be put in a nutshell: if the necessity for a change be admitted, should it be to a system in force in those countries where the bulk of our import and export trade is carried on, which system is already largely in use not only for our foreign trade, but also for purposes of science; or to a new system to be evolved by the efforts of the British Weights and Measures Association to simplify and standardize our existing weights and measures? If the latter course were followed, it would add to the confusion already caused by the complicated tables of weights and measures taught in our schools." He adds that the Bill presented by the Decimal Association has received the support of the bulk of head masters and School Boards throughout the country.

WE regret to learn as we go to press the sudden death of the Rev. A. Austen Leigh, who has been Provost of King's College, Cambridge, since 1889.

LONDON SECONDARY TEACHERS.—At a general meeting of the recently formed association at the Caxton Hall, Westminster, it was agreed to change the title to the Association of London Secondary, Art, and Technological Teachers. The secretary, Mr. P. Abbott, reported that membership had increased from 120 in May last to 450, and said that the organization was now the largest and most representative body of teachers in London. Obviously the statement is not intended to be accepted in its literal sense.

LONDON UNIVERSITY AND THE ARMY.—It may be remembered that some four years ago, at the time of the South African War, an article was published in *The Journal of Education* which discussed possible methods of improving the *personnel* of the commissioned ranks of the Army, especially in regard to their mental capacity. The most urgent reform, it was suggested, was the introduction into the Army of a larger proportion of officers drawn from the middle class. At present many promising boys from the smaller secondary schools are prevented from taking commissions in the Army by the heavy expenditure which has to be incurred for the course at Woolwich and Sandhurst. How this reform could best be effected was and still is a very difficult problem, but the new scheme of the Army Council for the granting of commissions to Universities should have very beneficial effects of the kind indicated. From the pamphlet recently issued by the University of London we learn that a student who has graduated in the University after three years' study at one of its schools, who has had some practical military training by temporary attachment to a Regular unit for periods amounting to twelve weeks, and has passed an examination in military subjects after satisfactory attendance at the courses of instruction organized by the University, will stand a very good chance of being given a commission in the Army. The advantages of the new scheme will be obvious. Firstly, the total cost of the course will be much smaller than that of the ordinary Woolwich or Sandhurst course, especially in the case of candidates whose parents live in London. In the second place, the candidate will have received a thorough education, which will fit him for many kinds of work after retirement from the Army, and there will be no need for a final decision as to a boy's career until he attains to manhood. And, thirdly, from the national point of view, the great widening of the field of choice and the introduction to the Army of a considerable number of men of specially good education and training must tend towards increasing the efficiency of the service. It is interesting to note that, whereas the policy of the Admiralty is in favour of taking charge of boys intended for the Navy at an early age, the tendency of the War Office is, so far, in spite of Mr. Arnold Forster's threat, in the other direction.

(Continued on page 144.)

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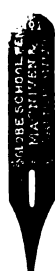
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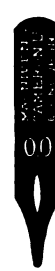
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The Translation Prize for January is awarded to "Toredid."

The Extra Prize for January is awarded to "Rolobo."

PORTRAIT DE M. DIDEROT.

Moi. J'aime Michel; mais j'aime encore mieux la vérité. Assez ressemblant; il peut dire à ceux qui ne le reconnaissent pas, comme le jardinier de l'opéra-comique: C'est qu'il ne m'a jamais vu sans perruque. Très vivant; c'est sa douceur, avec sa vivacité; mais trop jeune, tête trop petite, joli comme une femme, lorgnant, souriant, mignard, faisant le petit bec, la bouche en cœur; rien de la sagesse de couleur du cardinal de Choiseul; et puis un luxe de vêtement à ruiner le pauvre littérateur, si le receveur de la capitation vient à l'imposer sur sa robe de chambre. L'écritoire, les livres, les accessoires aussi bien qu'il est possible, quand on a voulu la couleur brillante, et qu'on veut être harmonieux. Pétilillant de près, vigoureux de loin, surtout les chairs. Du reste, de belles mains bien modelées, excepté la gauche, qui n'est pas dessinée. On le voit de face; il a la tête nue; son toupet gris, avec sa mignardise, lui donne l'air d'une vieille coquette qui fait encore l'aimable; la position d'un secrétaire, d'État, et non d'un philosophe. La fausseté du premier moment a influé sur tout le reste. C'est cette folle de madame Van Loo, qui venait jaser avec lui tandis qu'on le peignait, qui lui a donné cet air-là, et qui a tout gâté. Si elle s'était mise à son clavecin, et qu'elle eût préludé ou chanté:

"Non ha ragione, ingrato,
Un core abbandonato,"

ou quelque autre morceau du même genre, le philosophe sensible eût pris un tout autre caractère; et le portrait s'en serait ressenti. Ou, mieux encore, il fallait le laisser seul, et l'abandonner à sa rêverie. Alors sa bouche se serait entr'ouverte, ses regards distraits se seraient portés au loin, le travail de sa tête, fortement occupée, se serait peint sur son visage; et Michel eût fait une belle chose. Mon joli philosophe, vous me serez à jamais un témoignage précieux de l'amitié d'un artiste, excellent artiste, plus excellent homme. Mais que diront

mes petits-enfants, lorsqu'ils viendront à comparer mes tristes ouvrages avec ce riant, mignon, efféminé, vieux coquet-là?

By "TOREDID."

Myself. I love Michael; but I love truth better still. It is not a bad likeness. To those who fail to recognize him, he may say, like the gardener in the comic opera: "That is because he has never seen me without my wig." It is full of animation, and does justice alike to his gentleness and to his vivacity, but it is too young-looking; the head is too small, and the face is as pretty as a woman's—ogling, smiling, affected, mincing, and pursing up her lips. There is nothing of the soberness of tint one notices in the portrait of the Cardinal de Choiseul, and the sumptuousness of the attire would be the ruin of the poor author should his dressing-gown be assessed by the collector of the poll-tax. The writing-desk, books, and accessories could not be better if the colouring was to be brilliant and the general effect harmonious. Sparkling near at hand, the colouring stands out boldly when viewed farther off, and especially the flesh tints. The hands withal are beautiful and finely modelled, though the drawing of the left is faulty. The sitter faces us; his head is bare, and his gray forelock, with his affectation, makes him look like an old coquette who still displays her airs and graces, whilst the attitude is rather that of a Secretary of State than that of a philosopher. It is that giddy Madame Van Loo, who would chatter to him whilst he was being painted, who made him look like that, and so spoiled everything. Had she seated herself at her harpsichord, and played or sung:

"Nought, ingrate, do know of reason
Hearts sore hurt by lovers' treason,"

or something else of the same kind, the impressionable philosopher's mood would have been entirely different, and this would have found expression in the portrait. Or, better still, he should have been left alone to lose himself in reverie, for then his lips would have been parted, there would have been a dreamy, far-off look in the eyes, the face would have borne the impress of the working of the busy brain, and Michael would have produced a fine work. My charming philosopher, you will ever be to me a valued memorial of the friendship of an artist—an excellent artist, but a still more excellent man. But what will my grandchildren say when they come to compare my dull writings with that smiling, dainty, effeminate, simpering, coquettish old man?

(Continued on page 146.)

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A good many failed to see, what was pretty obvious from the context, that the "Portrait of Diderot" was one of a series of notes on pictures in the Salon. Hence the first word was either omitted or misrendered "in my opinion." "I. I like," &c., is almost as bad from its awkwardness. Again, not many seemed to perceive that the first sentence is a paraphrase of "Amicus Plato, sed magis amica veritas."—"I love the artist, but I love truth still more." *C'est qu'il*, &c., was often slurred over: "What's wrong with the picture is," &c., or "It's all along of his," &c. I have not been able to identify the comic opera. *Très vivant*: "A telling portrait," not "an exact likeness," as the context shows: "has caught the good-nature of the original and sprightliness as well; but," &c. *Faisant le petit bec = la petite bouche*: "pursing up her lips and simpering." *La sagesse de couleur*: "the sober colouring of his portrait of the Cardinal of Choiseul." The funniest of many wild renderings was "a cardinal bird from Choiseul." *Vient à l'imposer*: "takes it into his head to assess the poll tax by the cost of his dressing gown"; not "to tax his dressing gown." *Quand on a voulu*, &c.: Few observed the difference of tenses; the artist resolves at starting on a brilliant scheme of colouring and then

endeavours to make the colours harmonize. *Qui n'est pas dessinée*: "which is only sketched"; "out of drawing" is far too strong, and "not in the picture" would be a contradiction in terms. *Toupet gris*: "gray lock," as of a famous artist lately deceased. *La fausseté*: "The wrong impression at starting." *C'est cette folle*: "It was the fault of that giddy creature, that gay rattle." He certainly would not have called his friend's wife a mad woman, still less a fool. There was no need to translate the Italian, but, as it puzzled several, I will translate:

"Ingrate, a woman's heart by treason
Abandoned has no power to reason."

Ses regards: "his abstracted gaze would have been fixed on space [Milton's "looks commercing with the skies"], and his features would have reflected the working of his busy brain." *Tristes ouvrages*: "painful lucubrations"; *coquet*, "a beau." The *saccadé* style of the original must be preserved—notes, jottings, not finished sentences.

EXTRA PRIZE.

Of the 121 competitors, not more than 5 per cent. gave a correct rendering of all the twenty phrases. Again, a literal version, as "To take a step backwards in order to jump further," could not be allowed to serve. Few availed themselves of the permission to supply a context; yet apart from the context it is in some cases impossible to suggest the right turn. The very fact that these and similar phrases have been naturalized shows that there is no exact equivalent, and those suggested below have no pretension to be more than approximations. In a weekly contemporary "a success of esteem" was branded as a meaningless phrase, and on the very next page it was used in an editorial.

1. "Chercher midi à quatorze heures."—To look for knots in a bulrush.
2. "Esprit de corps."—Corporate spirit, loyalty to his order; not public spirit, nor clannishness, partisanship; which are always used *in malam partem*.
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4. "A la guerre comme à la guerre."—"To take pot luck" is the nearest English, but our phrase is confined to eating. Sometimes "to rough it" will suit; to take the rough with the smooth.
5. "Tenir un salon."—To receive, to hold a drawing-room; but in England we lack both the word and the thing. Neither of the suggested

(Continued on page 148.)

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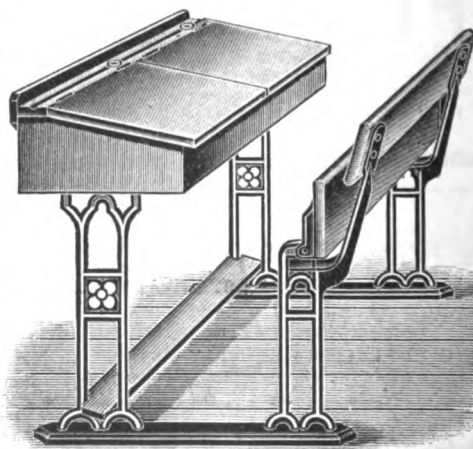
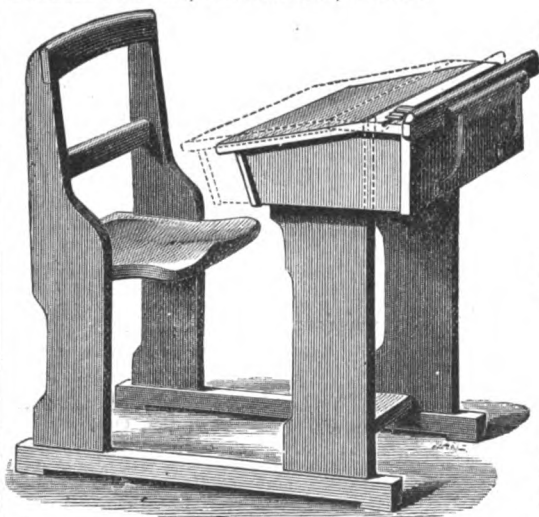
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Das kann mir nie verwüstet werden,
Es ist von Engeln stets bewacht.
Da zeigt sich noch den Augen immer
Der Himmel wolkenleer und blau,
Da äugelt noch wie Demantschimmer
An Gras und Blättern Himmelsthu.

Da fliessen noch die Brunnlein helle,
Nichts hemmt noch trübet ihren Lauf,
Da spriessen noch an jeder Stelle
Die schönsten Blumen morgens auf.
Da müssen noch die Klagen schweigen,
Da ist das Herz noch allzeit reich;
Da hängt an immergrünen Zweigen
Noch traulich Blüt' und Frucht zugleich.
Da gibt's noch keine finstern Mienen,
Nicht Zank noch Neid, nicht Hass noch Zorn;
Da summen stachellos die Bienen,
Und Rosen blühen ohne Dorn.
Da lächelt schöner noch die Sonne,
Und heller blinkt uns jeder Stern;
Nur nahe sind uns Freud' und Wonne,
Und alle Sorgen bleiben fern.
O sucht das Gärtlein nicht auf Erden!
Es ist und bleibt uns immer nah'.
Wir dürfen nur wie Kinder werden—
Und sieh, gleich ist das Gärtlein da.

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THE Annual Meeting took place on January 11 and 12 at the Guildhall. There was an unusually large attendance. The Council Chamber was otherwise occupied, and the Court Room, in which the sittings were held, was inconveniently crowded.

Canon BELL, the outgoing President, introduced his successor, the Rev. JAMES WENT (Leicester), who, in an able introductory address, took a general survey of the progress of secondary education during the past year.

England and Germany.

In a recent speech of the Emperor William at Dantzic the Emperor had attributed the extraordinary development of German industry and commerce to the serious work and systematic teaching, based on the scientific knowledge, of German schools. The difference between the two countries was that Germany had recognized the paramount importance of secondary education and England had not. While elementary education had steadily and rapidly advanced since Mr. Forster's Act of 1870, secondary education had limped languidly in its rear. Buildings and appliances that would not be tolerated in primary schools were considered quite good enough for secondary. To give a case that had come within his personal experience, a building condemned as an elementary school had been opened as a high school and put in competition with a neighbouring grammar school. The Act of 1902 had done something to stir that supineness of the middle classes in looking after the education of their own children which Matthew Arnold deplored, and the merits of the Act would be recognized more and more as time went on. It had made it possible, for the first time in the history of the country, to organize education as a whole and to prevent overlapping.

Social Distinctions.

The backwardness of secondary education was due partly to historical, and still more to social, causes. There were grammar schools planted in villages and places where they were not wanted, while populous centres were without any educational endowments. Under the new Act it would surely be possible for a body of disinterested men to map out a district, and to transplant such schools to places where they were wanted, giving compensation by means of local exhibitions, and establishing additional schools, where needed, from public funds. Social prejudices, too, were slowly being broken down. It was gradually being recognized that "secondary" connoted not a class distinction, but one of attainment. The recognition of this fact was largely due to the free admission in the last thirty years to grammar schools of County Council scholars, boys of ability and character, many of whom had afterwards won the highest honours at the University. The number of such scholars would, he hoped, largely increase in the future.

Pupil-Teachers.

The regulations for the instruction of pupil-teachers which were published in 1903 would also operate in making the expression "secondary school" refer to the character of the education given rather than to the social status of the pupils. The experiment of educating pupil-teachers in secondary schools was an interesting one, and many of the larger Educational Committees were giving it a fair trial. If the plan was not universally adopted, it would be because the Local Committees were disinclined to spend money on training pupil-teachers who, not improbably, when their training was over, would seek employment with some other Authority. No doubt, education, as a whole, would be advanced; but this somewhat abstract advantage would hardly commend itself to the average ratepayer or even to the average alderman. As a matter of principle, it appeared obvious that the cost of the training of pupil-teachers should be defrayed from the national Exchequer, although with a depleted Treasury it was hopeless at present to ask for increased grants. Their hope must be that, if we could keep out of "just and necessary" wars, there might before long be more money available for secondary education generally. He did not conceal the fact that it was possible that they might have some difficulties as the result of this arrangement. A certain number of parents, more especially among those who were a little doubtful about their own position socially, had a fixed idea that the social surroundings of their boys were of more importance than their education, and they might show some unwillingness to send their sons to schools where they would meet with boys of a social grade presumably lower than their own. Their anxiety was without foundation and their pride of position altogether misplaced. The idea that because a boy's parents were in relatively poor circumstances that boy was not fit to associate with sons of successful manufacturers was one which he found it difficult to describe in terms of due moderation.

New Regulations for Secondary Schools.

Without anticipating the debate on this subject he would call attention to two points. He reckoned that in future schools of the A type, which had been earning £5 per head, would in future not earn on the

average more than £3. This was a serious loss. Secondly, the restriction in the matter of examinations to those which comprised the whole school or were held solely for the purpose of awarding scholarships seemed to him unreasonable. They had indeed received an authoritative assurance that when the University Local Examinations were utilized for the school examinations the conditions of the clause would be fulfilled, and in many schools this concession would remove the objection felt to the clause, but not in all, and he regretted that the Board had not seen its way to leave a detail of this kind to the discretion of the head master.

Examination and Inspection.

He believed, as the result of a good deal of experience of various methods, that a combination of the University Local Examinations, or of the examinations of the Joint Board, with an inspection of the whole school by a qualified man sent down by the Universities, and an oral examination, when necessary, of the younger boys, would be found to be the best not only as regarded convenience and efficiency, but also as regarded economy. It was difficult to see why the Board of Education should pointedly ignore the University Local Examinations. So far from ignoring them, they would be well advised to utilize them as part of the machinery for estimating the efficiency of their schools. It was obvious that an inspection by two or three men, however well qualified, spread over two or three days, and held perhaps in May, when the school year had still two months left for revision of the year's work, was a very inadequate way of judging of the work of the school. He did not wish to find fault with the inspections of the Board of Education or to suggest that the schools should not be regularly visited by its inspectors. But it was impossible for any men to judge adequately of the work of a school under the conditions which must of necessity govern their inspection. Inspection was one thing, examination was another. Both had their uses. The inspectors, on their visits during the year, could see not only that the conditions of the Board were being observed, but that the staff was efficient, and that the apparatus and appliances were satisfactory. They could hear and criticize the teaching, they could make valuable suggestions, they could do much in the way of help and encouragement; but from the conditions of the case they could not examine; and he believed that it was quite possible for an inspector, however able and experienced, to form a wrong impression of the work of a master. The tabulated results of the University Local Examinations, or of those of the Joint Board, held at the end of the school year, and the University inspector's report on the school would correct this, and would be a valuable help to the Board of Education inspector in estimating the work of the school and in giving his own report. The scheme he suggested fitted in with the universal feeling to reduce the number of the examinations, and these University examinations, in their wide choice of subjects, gave scope for that varied culture which was expressed in a phrase first used at the Cambridge meeting of the Association, which had since become classical—"freedom, variety, and elasticity." This suggested the question of school or qualifying certificates. Whatever the ultimate decision upon the question might be, he trusted that there would be no hard rule made, but that the Board of Education would accept varying forms of certificates issued by various recognized academic bodies.

On the motion of the PRESIDENT, a vote of thanks was accorded to Canon Bell for his services as President of the Association during the past year.

New Regulations for Secondary Schools.

Dr. W. H. D. ROUSE (Cambridge) proposed the following resolution:—

"That this Association regards the new Regulations for Secondary Schools with satisfaction in general, but regrets that the Board of Education does not provide: (a) for the calculation of grants upon terminal attendance; (b) for the recognition (1) of advanced courses to follow upon, and (2) of preparatory courses to precede, the existing four-year course; (c) for ensuring comparative freedom of curricula to schools satisfying certain tests of a higher liberal education."

The Rev. R. D. SWALLOW (Chigwell) seconded the resolution.

Dr. ROUSE prefaced his criticisms by a full acknowledgment of the steps in advance marked by the new regulations. (1) The principle that Government grants should be given, not on a section of the school's work, but on the whole course. This sound principle must be further extended. (2) The importance given to the study of English. He hoped, however, that undue importance would not be attached to the Board's accompanying flyleaf. The list of books recommended was an absurd one, apparently a reminiscence of the compiler's school days. Publishers, however, took it seriously, as though it was an authoritative code, and were busy getting out editions. (3) There was on page 21 a cautious warning against the wasteful competition of school v. school. He hoped the Board would take practical steps to carry out this warning, and with this end appoint competent and courageous inspectors. (4) The regulations as to examinations seemed to him, a step in the right direction, and herein he ventured to

disagree with the President. He could make no exception in favour of the University Local and Joint Board Examinations. These gigantic examinations, where the candidates were not seen, without any *vis à voce* or connexion with the teacher, were on a thoroughly vicious principle. To pass to criticisms. (a) The grants were assessed by the year, while the unit of their school life was the term. As a practical result thirty boys in his school were debarred from the grant because they came in the second term of the year or left before the end of the year. It would be possible for a boy to have been four complete terms in a school and part of a fifth and yet earn no grant. The Board's objection was that accounts would be complicated. It was the Board that had made them so. As he had before pointed out, three hundred clerks were now engaged in adding up and checking school registers, and some £30,000 a year of public money was wasted on clerical work. (b) The grants were given only to a portion of the school. Hence it was for the money interest of the school to push boys prematurely into the upper part, and to keep them there too long. The scale of remuneration was a complicated one, but he reckoned that it would work out at less than what he had received last year. (c) The conditions of gymnastics, manual training, &c., would press hardly if insisted on. What we wanted was a Minister of Education who would say boldly that the country needed half a million for secondary education, and who was prepared to risk his position in demanding it. The one quality most lacking in our present officials concerned with education was courage.

Mr. T. VARLEY (Winchester) moved a rider protesting against any diminution of grants to schools which had incurred capital expenditure on the strength of the continuation of such grants. He instanced his own school, which was started eight years ago. The governors would never have spent the considerable sums they had except on the faith of the permanence of the grants.

Mr. CRICHTON (Sherborne) seconded the rider. They felt keenly this ridiculous reduction in the grants. The Board, after a full-dress inspection, reported of his school that the staff were underpaid, and suggested that extra funds would be available if pupil-teachers were accepted. Apparently the Board were not aware that the Local Authority paid only half of the teaching cost.

Mr. MANSFORD (Dartford) supported. In the school where he had previously been the governors had made both ends meet by docking the head master's capitation fee by a pound a head. Any further reduction must come out of the salaries of the assistant masters. He complained that the Local Authorities were now spending the whisky money which ought to go to secondary education on the training of pupil-teachers.

Mr. REITH (Halifax) would like to see the general approval of the new Regulations strengthened. The attitude of the North of England at the Liverpool Conference had been wholly misrepresented by the paper of one head master whose flood of sarcasm there had been no time to stem. As to (a) of the Resolution, the remedy was to be found in a general assessment of the school. As to (b), he was sorry to see the demand put forward at all. Their difficulty was, not to get boys to school, but to keep them there. They should proceed along the line of least resistance; directly they demanded grants for elementary classes they would have the N.U.T. down on them. Section 4 of the Regulations seemed to have been drafted by some one who could not conceive of three languages being learned at school. They should press for the abolition of age limits and for the substitution of periods for hours.

Mr. KAYE (Bedford) had found in his own dealings with the Board that they were squeezable. He agreed with the recommendation of the Council (pages 55, 56 of the Report). As to manual training, he was assured by the Board that it might include anything from cardboard cutting to glass blowing.

The resolution was then put *seriatim* and carried with the exception of (b) (1), which was lost. Mr. Varley's rider was likewise carried.

School Certificates.

In the absence of Mr. RUTTY, Mr. SWALLOW moved the following resolution, which had been drafted by the Council:—

(1) "That this Association desires (a) that all University Authorities in England should co-operate in establishing a general system of school certificates; (b) that the Board of Education should appoint a Board of Control for the purpose of correlating the proposals of such Authorities; (c) that there should not be any classification of successful candidates, but that marks of distinction should be given in the several subjects to such pupils as are worthy of special notice; (d) that periodical inspection of a school should form a condition of the grant of certificates to its pupils, and that the report of such inspection should be taken into consideration by the examination for these certificates." (2) "That the Association deprecates the division of the work between, and the system of dual marking by, external and internal examiners; provided always that the examining body takes sufficient measures to recognize the curriculum of the school examined and to set papers suitable thereto."

He commended the scheme of the Joint Oxford and Cambridge Board which had been drawn up by Mr. Gross and Mr. Matheson. The same resolution had been approved, with one exception, by the Essex County Council. The purport of (a) was that they did not desire one Central Board—the University Authorities must co-operate; (b) meant that the Board of Control should not be a department of the Board of Education, nor an individual, though they would be well satisfied if the business was left in Dr. Scott's hands. It should represent the Board of Education, the Universities, and the Local Authorities. As to (c) there was a danger that first classes would be exploited to advertise schools and to continue the unwholesome competition that now existed. On the other hand, in order to keep up the standard in different subjects, there must be distinctions in these subjects. The object of (d) was to balk the crammer. There was a danger that boys would be removed from school a month or two before the end of their course to gentlemen who would undertake to ensure for them a certificate. The second part of the resolution was directed against that part of the Board of Education scheme which was obviously the work of theorists and with which he was sure that a practical teacher like Dr. Scott did not agree. To compare and correlate two sets of marks was a hopeless task. Unless the awards were made simply and solely by the external examiner they would not command the confidence of the public generally or of the Local Authorities.

Mr. EASTERBROOK (Islington) formally seconded.

The Rev. H. A. DALTON (Felsted) moved an amendment to (c) that all the words as far as "but," inclusive, be omitted, and there be substituted: "That there should be a division of successful candidates with a first and second class and." They desired an abolition of the professional examinations, but these bodies would require some a higher and some a lower standard. The same held good of business employers. He did not himself see why schools should not advertise their successes, but this argument held even more strongly in the case of the proposed distinction. Again, if a boy had already obtained a Second Class, there would be an inducement to him to stay a year more at school to obtain a First Class. He had a boy in his school who had thus gained four (he was not sure whether it was not five) Oxford and Cambridge certificates.

Mr. HEAP (Rotherham) seconded the amendment.

Mr. WELLS (Battersea) took exception to Part 2 as failing to convey their approval of the closer association between teachers and examiners. He was not prepared to oppose it, for he acknowledged that at present there might be difficulties in the way of teachers and examiners setting and marking papers in concert. He hoped the time would come when teachers might be trusted both to set papers and to mark them. It was hardly fair to stigmatize as ignorant theorists the Consultative Committee, which included the names of Dr. Gow, Canon Lyttelton, Mrs. Sidgwick, and Mrs. Bryant. He would move as an amendment:—"That the Association approves the closer co-operation of the teacher and external examiner, but does not consider the dual system of setting and marking papers desirable."

Mr. JENKYN THOMAS (Aberdare) seconded.

Mr. MATHESON, who was invited to address the meeting, stated that the inspection intended in the proposals was either that of the Board of Education or of the Joint Oxford and Cambridge Board, and it was possible that a third inspection—that of the Local Delegates and Syndicate—might be accepted. As to the meaning of "periodic inspection," there was no authoritative definition, but the Board of Education inspection was triennial. He pointed out that Mr. Wells's scheme implied separate sets of papers for each school, and a consequent large increase of expense.

The resolution was then put. Mr. Dalton's amendment was carried by 40 votes to 37, and Mr. Wells's amendment was lost by 32 to 39 votes.

Tenure Conference.

At the afternoon sitting, after the reports of Committees had been received, Canon BELL moved:

"That the recommendations 4 to 7 (Report of Council, pages 73-75) be adopted."

The Tenure Conference recommended that for each school a salaries scheme should, with the approval of the governing body, be adopted, to include (1) (a) provision for annual or other periodic increases of assistant masters' salaries, such increases to be automatic, but each rise to require the assent in writing of the head master; (b) power for the head master to recommend further increase of salaries. (2) A pension scheme for assistant masters in public secondary schools. (3) A form of agreement whereby notice to terminate an assistant master's appointment should take effect at the end of term only, and must be given within seven days from the beginning of the term. It was also pronounced as highly desirable that the minimum commencing salary of an assistant master registered in Column B should be £150 a year, non-resident.

In the discussion which followed, complaint was made that the Association of Assistant Masters had broken faith in not accepting the joint resolutions *en bloc*, and amending them by striking out the words

"automatic increase" and taking away the control of the head master in the matter. It was answered that this action should not prejudice the vote of the Head Masters in sanctioning the original joint resolutions, and Canon Bell's motion was carried with the rider that the Council be instructed to consider what further action could be taken.

Federation of Educational Associations.

Canon BELL, in moving

"That this Association gives its general approval to the Draft Charter of the proposed College, and empowers the Council to negotiate with the College of Preceptors, the result of such negotiation to be referred to a Special General Meeting,"

regretted that an embargo had been laid by the Board of Education on Dr. Scott, which prevented him from moving the Resolution. He stated that the College of Preceptors had already drafted a provisional Charter, which was now in the hands of two eminent counsel to give their opinion whether it was or could be made an amending Charter, as there were serious difficulties in the way of obtaining a new Charter. He pointed out the advantages of a Federation which would enable secondary teachers to speak with one voice and make that one voice heard both with the Board of Education and with Local Authorities, whose action in many places was bearing hardly on existing secondary schools. It would form a useful clearing house for educational ideas. An amendment was carried substituting a vote by paper for a Special General Meeting.

Reconstitution of Council.

The changes proposed by the Council were accepted, but the proposal that the London Division should return three members against the two members of the other division was, on the motion of Mr. Reith, rejected by a narrow majority.

SECOND DAY.

Before the proceedings opened a service was held at St. Lawrence Jewry. The preacher was Canon Bell. The attendance, though larger than last year, was limited. The morning was mainly occupied by a discussion of the Greek question. That no fresh arguments were adduced on either side is no reflection on the orators of the Association, but an excuse for our brief summary of the debate.

The Rev. R. D. SWALLOW (Chigwell) moved the following resolutions:—

1. "That in the opinion of this Association it is desirable that the Universities should institute a twofold entrance examination: (a) for candidates proceeding to degrees in arts, in general as at present, but with a higher standard in literary subjects; (b) for candidates proceeding to degrees in mathematics and science, with a modern language substituted for Greek."

2. "That the provision for papers in English and history, and for the omission of Paley's 'Evidences' from the Cambridge Previous Examination as laid down in the first report of the Cambridge Studies Syndicate, should be insisted upon in examinations under both (a) and (b) above."

3. "That a new degree in mathematics and in science should be instituted, differing in title from the degree in arts, but of precisely the same University standing."

The Association had gradually come to the conclusion that there should be some relaxation of conditions for admission to the University of candidates who could prove themselves worthy of high honours in mathematics or in science. Very few of them, in his opinion, felt any resistance to the compulsory study of a language which had a peculiar fascination for the scientific mind. On the other hand, a number of such candidates came from schools which offered no opportunities for learning Greek, and for them there should be some alternative. The *causa causans* of the Syndicate's Report was, he believed, the conditional offer of a millionaire, and the University was bound in honour to reject such a bribe. If the decision rested with resident members, he would be willing not to interfere, but it would be largely determined by outside voters, imperfectly informed, country parsons and lawyers. If the Report were passed by the Senate, in a quarter of a century Greek would have become as much a luxury of the few as Hebrew was to-day.

Mr. C. W. KAYE formally seconded.

Mr. BLEATER (Warminster) moved an amendment, virtually a negative of the resolution, approving the Report of the Syndicate. He held that the entrance to the Universities should be through the single gate of a liberal education. The resolution seemed to him to have been framed with the object of detaching the most determined opponents of compulsory Greek by granting them a *privilegium*.

Mr. CARTER (Whitechapel) seconded the amendment.

The Rev. J. A. NAIRN (Merchant Taylors') proposed another amendment, with the object of making the issue clearer and declaring that the Association insisted on Greek for pass men.

The Rev. A. F. RUTTY brought forward another amendment, deprecating the substitution of a modern language for Greek, whether for honour or pass men. Let them wait to see what the effect of modern education was before taking any action.

Dr. FLECKER moved an amendment making Greek compulsory for all honour men, but allowing the substitute for pass men.

Mr. DALTON suggested that part (1) (b) of the resolution should read: "A modern language, including translation at sight, composition, and an oral test, as an alternative for Greek."

Mr. SWALLOW accepted the alteration.

Prebendary MOSS, at the invitation of the President, repeated his Horsham speech to the Head Masters' Conference.

The amendments were then put and lost, and Mr. Swallow's resolutions, with the one alteration suggested by Mr. Dalton, were carried.

Education of intending Pupil-Teachers.

Some discussion took place on resolutions dealing with the education of intending pupil-teachers, and eventually they were adopted as follows:—

"That this Association cordially approves of the proposal of the Board of Education that candidates for pupil-teacherships in public elementary schools should receive a substantial portion of their education in a public secondary school."

"That this Association further considers it desirable that as many recruits as possible for pupil-teacherships in public elementary schools should be obtained from the ranks of ordinary pupils of endowed secondary schools."

"That, in order to effect the latter purpose, the salaries of assistant teachers in elementary schools should be considerably increased."

A discussion, opened by Mr. MONTAGUE JONES, took place on "The Teaching of Geometry," and, after a vote of thanks had been passed to the President, the proceedings terminated.

MODERN LANGUAGE ASSOCIATION. ANNUAL GENERAL MEETING.

THE Association held its Annual General Meeting at University College, Manchester, on January 12 and 13. The chair was taken by the President, Prof. SADLER.

The VICE-CHANCELLOR OF VICTORIA UNIVERSITY attended to welcome the Society. Universities, both the older and younger, were recognizing more and more the important place of modern languages. The philological side was sufficiently cared for, but he wished to emphasize the even greater importance of the literary side. Whether the subject studied was Latin or Greek or French, it behoved teachers to call up literary enthusiasm, and to make their pupils realize that a study of the form was an introduction to an appreciation of the thought and literary expression. In the newly formed Faculty of Commerce the study of modern languages was an essential part of the students' work. Even here, in what had been irreverently called "commercial slang," clearness of thought and accuracy of expression were essential. Things had moved since his own school days, when he was taught French from a document whose numerous rules and more numerous exceptions rivalled the intricacy of any Code issued from the Education Department.

The Vice-Chancellor then retired and the annual report was read by the Secretary, Dr. EDWARDS. During 1904, 100 new members had joined, bringing the total number up to 547. A sub-committee, with Dr. Heath as Chairman, had been appointed to consider the future conduct of the *Modern Language Quarterly*. In accordance with their report arrangements were nearly concluded for the publication of a monthly bulletin dealing with the practical side of modern language teaching to be edited by Prof. Rippmann, and of a quarterly magazine of academic character with Prof. Robertson as editor. Mr. Warren, President of Magdalen College, Oxford, was announced as President for 1905. Arrangements had been made for entertaining the Professors of Living Languages and the International Guild on a return visit to London this Easter, and the Vice-Rector of the Academy of Paris, M. Liard, had promised to attend.

The Hon. Treasurer, Mr. PAYEN-PAYNE, apologized for the absence of a balance sheet, which was not yet ready. The Society were still about £30 to the bad; a debt on the *Quarterly* of £75 was gradually being wiped off. Of the half-guinea subscription 5s. 6d. had to be written off for publications.

Mr. STORR moved that the Secretary's report be received and adopted. He considered the small debt the sign of a young and vigorous institution which believed in its future. He congratulated the Association on securing the services of two such capable editors.

The PRESIDENT then delivered his address, which we are compelled to omit. It has been pretty fully reported in the daily press, and it would be impossible in a *résumé* to do justice to the closely reasoned philosophic argument.

Compulsory Greek.

Mr. MILNER-BARRY moved:

"That this meeting of the Modern Language Association welcomes the Report of the Cambridge Examinations and Studies Syndicate, and pledges itself to make every effort to further the carrying out of this Report."

Four years ago, when the Association met at Liverpool, he had moved and carried unanimously a similar resolution asking that in University entrance examinations a modern language should be allowed as an alternative to a classical language. He explained in detail the changes proposed by the Syndicate. The contention of modern language teachers was that, with the greatest respect for the humanities, on which most of them had been trained, they could not agree that both Latin and Greek were an essential condition for entering a University. In other words, they pleaded that French or German, if properly taught, was an adequate substitute for the amount of Greek required for the Previous Examination. The change would not, he believed, impair the study of Greek in the larger public schools, but in the smaller grammar schools, which by their constitution or circumstances were debarred from taking Greek, it would give a dignity and importance to the study of modern languages to which they were fully entitled. His own experience as a schoolmaster did not bear out Dr. James's contention that all the able boys were to be found on the classical side. The question was one that ought to be settled by the Universities and the secondary teachers, not by "eight bishops, five peers, and four archdeacons." The Master of Emmanuel College had addressed his questions only to Conference Head Masters. Had he inquired of the Incorporated Head Masters or Assistant Masters, the answers would have been very different.

Mr. BYRNE (Eton) seconded the motion. He bore witness to the evil effects at Eton of the multiplicity of subjects taught. Latin and Greek still formed the backbone of the studies, but, from the pressure of public opinion, modern subjects had one by one been superadded. The result was distraction and confusion on the part of the unfortunate victims. No less marked was the revival of interest in the work on the part of boys who had been allowed to drop certain subjects, such as Greek. As to the effect of Greek on small boys, he knew that at present in the preparatory schools Greek was a sort of terror. A boy who was at all muddle-headed or slow, though by no means stupid, was crammed with Greek for his last six months, and he came to Eton with his mind in a state of confusion which he did not shake off for years.

Prof. FIEDLER said it was quite clear that the resolution implied no attack on Greek as a University subject of study; otherwise he could not support it. At Birmingham he and others were doing all in their power to establish a Chair of Greek. He thought the argument that the Greek language was the finest instrument of expression that the human mind had invented was fallacious. He believed in development, and in the survival of the fittest, and that therefore modern languages, *qua* languages, were superior to Greek. He had been learning English for twenty years, and still found new beauties, and, alas! new difficulties in the language. There was a confusion between the Greek language and Greek literature. Greek lacked the discipline and mental training of a spoken language. The conservatives who were now fighting for compulsory Greek would, if they had lived in the fifteenth or sixteenth century, been equally strong against the introduction of Greek at schools and Universities.

Mr. SOMERVILLE (Eton) said the resolution was really a rider to the President's address, which was a plea for liberty in learning, and for a larger measure of humanity in the education of the country. A former colleague of his (Mr. Arthur Benson) had justly said that the true principle of education was to discover aptitudes, and to encourage them. From neglect of this principle there was at the present time enormous waste. Boys from the age of eight to nine were made to specialize in two dead languages, and to them they had to devote twenty-five hours a week for ten years of their lives. The result was in most cases an imperfect grasp of the Latin and Greek in which they had been unwillingly drilled, and a loss of intellectual interest in all other subjects.

Miss POPE (Somerville College) said the question had so far been discussed only from the point of view of boys' schools. In girls' schools Greek was begun at a much later age. She herself looked back on the year during which she had studied Greek under the pressure of a University examination as one of the most profitable in scholastic education.

Mr. STORR said he had during the last month been an auditor at four conferences where this question had been discussed, and could not withstand the temptation of at last riposting, though, it seemed, he was as preaching to the converted. There could be no doubt that under the present system a vast amount of time was wasted by boys on Latin and Greek. Mr. Arthur Sidgwick, who had had large experience, told

him that he found his women students in classics at Oxford slightly, but only slightly, inferior to the men—as good in translation, but not so good in composition; yet he was within the mark in reckoning that the men had at school spent five hours on classics for every one of their sisters. His friend Dr. James had pointed to the decay of Greek in preparatory schools as a sign of the times, and the beginning of the end. Could any one with a tincture of pedagogics uphold the *ancien régime* under which a child of eleven or twelve was forced to learn simultaneously three foreign languages, to the neglect of his native tongue, which was generally ignored in the discussion? Mr. Lyttelton had laid down that no one who had not taught the “Phaëdo” to a sixth form and the “Anabasis” to a fourth form had a right to pronounce an opinion. He wondered how many of the Conference Head Masters could satisfy a similar test as to French and German. Had they tried to teach French prose, or to write it themselves, they would not talk so glibly of soft options. If it were the rule not to begin Greek before fifteen, he was convinced that the study of Greek would not suffer one whit, and the gain to other subjects would be incalculable.

The motion was then put, and carried with one dissentient.

After a short interval for tea, a paper was read by Prof. Robertson on “Schiller after a Century.” We understand that the paper will be incorporated in a forthcoming monograph on Schiller.

In the evening the Association dined at the Midland Hotel. The chair was taken by Prof. Sadler, who proposed the toast of the evening, which was responded to by Mr. Somerville. “The University of Manchester” was proposed by Mr. Headlam, and in the regrettable absence of Principal Hopkinson, owing to domestic illness, was responded to by Prof. Dixon. Mr. Storr proposed “Guests and Absent Members,” and Prof. Tout replied.

SECOND MEETING.

French Literature.

The proceedings were resumed at 10 a.m. on the Friday with a French conference by M. Barlet.

M. BARLET said the subject entrusted to him by the Committee was “The Teaching of French Literature in English Schools.” He should prefer to amend his brief, and discuss “How a Taste for French Literature can be inspired in Class Teaching.” So vast and complex a subject could not be included in the time-tables or be intercalated between an hour of chemistry and an hour of drawing. It needed a separate class—something between a lecture and a conversation—not a formal lesson. It was obvious that a study of literature presupposed a basis of linguistic knowledge, and therefore could not be profitably begun before the third class from the top of the school. In the fourth form he desiderated an extra hour a week. He had found by experience that by reading and talking a French teacher could create, even at this age, a general interest in French literature. In the fifth form he would have two hours taken from the regular French lessons—one for reading and one in alternate weeks for conversation and composition. In the sixth form four of the five hours allotted to French should be devoted to literature, the remaining hour being employed in keeping up a knowledge of grammar. Two of the four should be given to reading, one to grammar, and one to composition. As to the books to be read, he would abjure all histories of literature—confine himself to plain texts, not, however, rejecting extracts of sufficient length. In the fourth form he should disregard dates, and take what was most likely to interest pupils at this age. He recommended the mediæval epics in a modernized form. In the fifth he would confine himself to seventeenth-century writers, with occasional excursions into the eighteenth century. In the sixth he would treat mainly of the nineteenth century, though this study would compel constant references to earlier centuries. At the present time, when classical studies are on the downward grade, it is all-important that modern language teachers should show that they can provide an equivalent, an instrument not only of instruction, but of education. This instrument was only to be found in an intelligent study of modern literature.

The PRESIDENT, thanking M. Barlet for his delightful paper, remarked that it was appropriate that it should have been read at Manchester. The plan of bringing the study of modern history and modern literature into secondary schools had, as far as England was concerned, its origin in the near neighbourhood. In 1761 Joseph Priestley was tutor in *belles-lettres* at the Warrington Academy, afterwards moved to Manchester, and now represented by Manchester College, Oxford. He there developed a course of modern humane studies for senior boys; so that the first dawn of the ideas that M. Barlet had been developing began not many miles from the hall where they were sitting. Moreover, he believed that Priestley got his inspiration from France, where the study of modern literature began in the great period of the seventeenth century. Another point that the paper had suggested to him was in the present conflict of studies there was a danger of not giving enough time and leisure to boys of promise at the top of the school. In all education there should be a group of studies for training in accuracy and thoroughness, and another group to encourage

creative power; but besides these two groups they needed, far more than they had in England, what he might call outlook subjects, to expand the pupils' horizon, and one of those would, of course, be the study of literature, treated in the spirit which M. Barlet had so admirably described.

Mr. HUGH remarked that French literature could be but imperfectly appreciated unless correct pronunciation was enforced from the beginning.

Mr. N. KOLP said that the method M. Barlet advocated was virtually in force at the school which he attended sixty years ago at Frankfurt-am-Main. He believed in English teachers for French, but they must first qualify themselves by residence abroad. He had himself in a humble way assisted teachers to take foreign courses by paying their expenses, and he hoped that rich Manchester merchants would follow his example.

Miss MATTHEWS emphasized the importance of school libraries. Every school should have a good foreign library and duplicate copies of familiar books of reference. She had herself observed in a French school the stimulus that such a library gave to the study of English literature.

Mr. STORR said that the study of literature in schools was greatly hampered by examinations. Literature was one of the best subjects to teach and the worst to examine in. And our English examinations were in this respect the worst in the world, conducted wholly by external examiners and without a *viva voce* test. At the same time, he could not pronounce teachers wholly blameless in the matter. He was a sincere adherent of the New Method, but its tenacity had undoubtedly been to oust standard authors from schools and to restrict the reading even of the highest forms to second-rate modern novels or plays. He was glad to observe a reaction in favour of plain texts. The Bibliothèque Nationale and the Allgemeine Bibliothek would provide a pupil for a few shillings with the masterpieces of French and German literature.

Times and Seasons in Modern Language Teaching.

Mr. M. P. ANDREWS (Bolton Grammar School) contributed a paper on “Some Considerations of Time in Modern Language Teaching.” The earliest advisable age for beginning a foreign language was ten; in his opinion eleven was preferable. If there was a general agreement to begin at eleven, and scholars from the elementary schools entered at that age or later, the chief difficulty of the modern language teacher would vanish. Under present conditions the only solution, in schools receiving such scholars, was a temporary form for a term in which the bulk of the teaching was linguistic. For many reasons the first foreign language taught must be a modern language—French and German are psychologically nearer a child than Latin and Greek. They must be taught conversationally, and pronunciation is more easily mastered when the vocal organs are plastic. More can be got out of them by pupils who will proceed only a little way. Should the first language be French or German? From historical causes French has hitherto prevailed in English schools, but, for his part, he thought German had higher claims. German was a more fully inflected language than French, and, if only one foreign tongue were learnt, it were well to choose one that offered a strong contrast to the native tongue. As such it gave a training in accuracy akin to Latin. The pronunciation and intonation were more akin to English, and the spelling was more phonetic, than French. When should the second foreign language be begun? At an interval of two years, when Latin might be begun. After another two years a choice should be made between French and Greek—i.e., between the modern and classical side. At what stage in the learning of a language are most school-hours necessary? Undoubtedly, in the initial stage; for at this stage, under the New Method, no home-work is possible. There should be a phonetic preparatory course. His experience at Frankfurt and in his own school proved to him that this, in the end, was a saving of time. Translation from the outset should be avoided. Much depended on the arrangement of a class both as a whole and as regards individuals. All should command a good front view of the teacher's mouth—i.e., the class should be arranged in the form of a cone, with the apex nearest the teacher. Duffers should be separated by good boys, who will be able to act as monitors and give the correct pronunciation. Marking and place-taking involve waste of time and loss of teaching energy. There should be blackboard space not only for the master, but for the class. Boys should be called upon to correct their own mistakes. This may be done by calling on one pupil to write out his home exercises on the blackboard. The time now taken by a master in corrections should be devoted to preparation of lessons. The greatest weakness of English teaching is “rush,” and the most useful lesson taught us by the Mosely Report is leisureliness in the class-room.

Prof. Sadler having retired, the chair was taken by Mr. STORR. He regretted that time did not allow any discussion of the many points raised by Mr. Andrews's masterly paper, giving the ripe experience of a teacher. He hoped the paper, when printed in the journal of the Association, would appeal to a larger audience, and be fully discussed, in particular that attention would be called to the monstrous hours imposed on teachers who worked the New Method.

Mr. HEADLAM gave a short address on "The Teaching of English." The CHAIRMAN again regretted that there was no time to discuss the paper of one who, both by precept and by example, had shown English ought to be learned.

Mr. H. J. CHAYTOR (Crosby) read a paper on "The Teaching of Philology."

Schiller.

Prof. J. G. ROBERTSON (University of London) gave an address on "Schiller after a Century," a subject suggested by the approaching centenary of Schiller's death. The main question which students of Schiller have to face to-day is: What position did he occupy in the evolution of German and European literature? As a poet of the *Sturm und Drang*, he was the leading poet of his time; dramas like "Die Räuber," "Fiesco," and "Kabale und Liebe" showed him to be a playwright of extraordinary promise. But with "Don Carlos" he gave up the attempt to create a national tragedy on the Germanic lines laid down by Shakespeare, and reverted to the French type of tragedy. For this change the year which Schiller spent as "theatre poet" in Mannheim was largely responsible; he was also influenced by the example of Lessing in his "Nathan der Weise" and of Götter in his "Merope," as well as by the advice of Wieland, who had just published his "Letters to a Young Poet." The remainder of Schiller's career as a dramatist might be summed up by saying it was an attempt to retrieve the step he had taken with "Don Carlos"; to create a German classic drama, which should avoid the errors of the French *tragédie classique*. In the history of the drama, he is thus to be regarded less as a peculiarly national German poet than as the last of the masters of the type of tragedy which originated at the Renaissance. As a philosopher, Schiller belonged to the past rather than to the future; in his attitude towards Kant he attempted to reconcile that thinker's ideas on aesthetics and ethics with the standpoint of the pre-Kantian philosophy. Compared with a contemporary like Herder, Schiller was essentially retrospective; he had the typical rationalistic mind of the eighteenth century. Thus, both as a thinker and as a poet, he is to be classed with men like Pope and Johnson, Lessing and Voltaire, rather than to be regarded as a national poet expressing the spiritual needs of modern Germany.

The proceedings terminated with a vote of thanks to Prof. Sadler, both for his address and his able presidency in the chair.

In the afternoon a visit was paid to the Rylands Library. The chief treasures were exhibited and explained by the librarian.

INCORPORATED ASSOCIATION OF ASSISTANT MASTERS.

THE Association held its Annual General Meeting at the Mercers' School, Holborn, on January 4.

Mr. G. E. S. COXHEAD, of the Liverpool Institute, the President for 1905, took the chair. He congratulated the Association on the rapid progress made since its foundation in 1891. The main charges brought against it were, from the inside, that it was infected with the spirit of trade-unionism, and, from the outside, its sectional character. The first charge was not true, and, in reply to the second, he urged that sectionality need not mean exclusiveness. The chief feature of the past year had been the increase of local Universities—Birmingham, Liverpool, Leeds. He regarded this movement as a solid gain to education. The weak point that must be remedied was that at present students were admitted so young or ill prepared that they were unable to profit by their first year at the University. He advocated informal conferences between the Universities and Local Authorities on curricula, standards, &c. Similar conferences should be held between the Association and elementary teachers. There was no question of coquetting with the N.U.T. What he desired was to promote the realization among all sections of teachers that they were members of a common profession.

Mr. G. F. DANIELL, the outgoing President, then presented the annual report for 1904. The past year had shown steady progress in all directions. In finance there had been a reduction of office expenditure, and henceforward the legal fund, which now stood at £250, would increase automatically. The Joint Conference with the I.A.H.M. had been renewed, and, if the questions of tenure and salaries were still pending, the fault did not lie with the Head Masters. The Board of Education was apparently still blind to the gravity of the position. As a leader in the *Morning Post* put it, "unless the Board of Education can raise the pay of the teachers, at any rate in secondary schools, the national system of education will collapse for want of men to work it." The Leeds meeting was of good augury for the co-operation of the Centre and the Branches. He hoped that henceforth there would always be at least one Council and General Meeting held every year in that tonic air of the North, which they Londoners were so glad to inhale. The Regulations of the Board of Education for

Secondary Schools must commend themselves as a whole to all earnest and experienced teachers. For his own part he believed it possible to have a great organization of higher education without destroying the individuality of the teacher or of the school. None the less, there was a danger of petty and injudicious interference, and the germs of departmentalism were being disseminated in those secondary schools. They must be combated in the earliest stage. The Regulations for the training of Pupil Teachers filled him with an admiration tempered by a haunting fear. His fear was that when the Board's requirements had been satisfied they would have the buildings and the pupils, but no money left to remunerate properly a good teaching staff. In this direction there was work for the Association to do. Believing that in England work is done best where there is public control, he welcomed the Education Act of 1902. For the first time the citizen was to have *qua* citizen some voice in higher education. Responsibility would beget interest, and interest knowledge; and, after some preliminary mistakes, we should find a greatly improved state of affairs as regards higher education.

Mr. COXHEAD moved from the chair a vote of thanks to Mr. Daniell for his services during the past year.

In the absence of the Treasurer, Mr. PETERSON presented the statement of accounts.

Control of Endowed Schools.

The following resolution, which appeared in Mr. Humberstone's name, was moved by Mr. CHOLMELEY:

"That, in the opinion of this Association, any endowed school, for which the Local Education Authority, acting through an Education Committee constituted in accordance with the provisions of the Education Act of 1902, provides, or is prepared to provide, a large proportion of the money required for the maintenance of the school, should be controlled in the manner which appears most desirable to the Local Education Authority; and, further, that the Board of Education should not oppose, in such a case, the abolition of the existing governing body, if the Local Education Authority is in favour of such abolition."

It was not logical that one body should find the money and another body govern the schools. Burnley School was a crucial instance. The endowment was £230, and the Town Council had recently contributed at the rate of £1,100 a year. Yet the Board of Education had adopted the view of the Head Masters (the Assistant Masters had not been consulted) that the governors of secondary schools should be independent bodies—a view that the Burnley Town Council could not accept—and the consequence was a deadlock. In favour of this view the pious founder was called in. Independent governing bodies, they were told, attracted endowments. He thought the pious founder was a snare in so far as he left the public in ignorance of what education really cost. Independent governing bodies gave us, indeed, variety, but they never improved. Unless we trusted our elected Councils, we were committing ourselves to a policy of despair. Governing bodies took cognizance of the existence of head masters, they actually saw them periodically in the flesh; but the assistant master—they could not even visualize him.

Mr. HALE seconded.

Mr. BRIDGE, speaking from his own experience, said that Town Councillors were not fitted, as a rule, to direct the activities of a secondary school. At the same time (as Euclid would phrase it) there could not be in the same town, and on the same side of it, two schools—the one controlled, and the other not controlled, by the Local Authority. The non-controlled school would be starved out. Co-option, as authorized by the Act of 1902, provided the solution. He would move, as an amendment, to add "and provided that both on the Local Authority and on the committee of management of each endowed school there is adequate representation both of secondary and of University education."

Mr. NORWOOD (Leeds) seconded the amendment.

Mr. PAGE (Charterhouse) supported. Mr. Cholmeley was wrong in his facts. In the draft scheme for Burnley School ten of the governors were to be appointed by the Town Council, and only five by other bodies.

Board of Education Regulations for Secondary Schools.

The Rev. J. F. TRISTRAM moved, and Mr. ROWE seconded, the resolution:

"That this meeting regrets that, under the new Regulations of the Board of Education for Secondary Schools, the average grant has not been increased so as at least to equal the average grant payable under the former regulations for Division A schools, and desires to call serious attention to the omission from the new regulations of the statement in the superseded regulations which recognized the authority of the official Register of Teachers."

The resolution was carried.

Vacancies.

Mr. J. V. SAUNDERS moved:

"That this Association protests against the system by which assistant masters are compelled to resort to agencies in order to obtain appointments."

All vacancies in endowed schools ought to be advertised in the public press. The present system was a heavy tax on masters. No agency that was efficient could be cheap.

An objection that the Association was pledged to the Joint Agency was met by the suggestion that the pledge should be at once withdrawn. The resolution was carried.

Retiring Allowances.

Mr. BRIDGE proposed :

"That this meeting desires to record its dissatisfaction with the decision of the Board of Education not to allow the governors of the Whitgift Grammar School, Croydon, to make any retiring allowance to the Rev. George H. Huddleston on his being requested to resign after thirty-one years' satisfactory service as an assistant master in the school, beyond a payment equivalent to one term's salary, as a *solatium*."

He said that at present the sole guarantee of efficiency in schools was the autocracy of the head master. In the present case a new head master comes on the scene, and discovers that twelve of his staff must go. But the retiring head master is awarded a pension of £400, while the retiring assistant master, after an equal period of service, gets a miserable *solatium* of one term's salary. The real remedy was increased attractiveness of employment, not to devise means by a gigantic scholarship scheme for enticing the unwary into the profession.

Mr. CORNER traversed the facts as stated in the resolution at considerable length, and in particular pointed out that Mr. Huddleston had been presented by the visitor of the school with a good living.

Federation of Associations of Secondary Teachers.

Mr. DANIELL moved :—

"That this meeting approves of the proposed formation of a Federation of Associations of Secondary Teachers: provided (a) that each association may retain its individual organization, and provided (b) that this Association has adequate representation on the Council of the Federation."

He briefly rehearsed the steps that had been so far taken to bring about the Federation. Each of the constituent bodies was to have a right to equal representation. Among other advantages, the common journal of the corporate body would enable them to give a wider expression to their views. A new Charter had been drafted, and it was hoped that the details of the scheme would shortly be laid before members in their *Circular*.

Mr. ABEL wished that the word "secondary" might be omitted. He wished to see joint action on the part of all grades of teachers.

Mr. PAGE welcomed the resolution as promising to give to the Association the weight that it deserved, and also as bringing into touch head and assistant masters.

After an adjournment for luncheon, Dr. ROUSE, the late Secretary of the Association, read (by invitation) an amusing paper, which we summarize elsewhere.

Compulsory Greek.

The following resolution was proposed by Mr. SOMERVILLE (Eton) :—

"That this meeting welcomes the Report of the Cambridge University Syndicate on Studies and Examinations, especially the recommendation that candidates should be permitted to take one or two modern languages in place of a classical language."

The signatories of the Syndicate's report included the best known supporters of classical learning. It was the true friends of Greek who, were the innovators, not scientists or utilitarians. The present system of teaching Greek in schools was confessedly a failure. Boys from eight or nine to eighteen or nineteen devoted for ten years twenty-five hours a week to the study of Latin and Greek—and with what results! A distinguished foreigner residing in England had said to him: "I am going to send my boy to Eton to teach him to be a gentleman, but when he is eighteen I shall send him to Germany to be educated."

Mr. CHOLMELEY (St. Paul's) seconded, Mr. DANIEL and Mr. STORR supported, and Mr. WELLS (Merchant Taylors') opposed, the motion.

The motion was carried by 49 votes to 13.

After a short discussion on the Board of Education's memorandum on the teaching of English, introduced by Mr. CHOLMELEY, the meeting adjourned to dine at the Holborn Restaurant.

I.A.A.M. COUNCIL MEETING.

Our January Council meeting was unusually well attended. Over seventy members were present, and every one of our twenty-six Branches was represented. The yearly statement of accounts showed a substantial balance on the right side, a result largely due to the careful administration of the Association's finances by Mr. Fred Charles, who has retired from the Treasurership after having held it

for three years. Mr. Charles's services were acknowledged in a suitable resolution. Mr. W. E. Paterson, of Mercers' School, is his successor; Mr. G. E. S. Coxhead, of the Liverpool Institute, is Chairman; and Mr. G. S. Bridge Honorary Secretary.

It was decided to form a benevolent fund for the benefit of members of the Association, and an appeal will shortly be made for funds.

A curious error regarding the composition of the membership of the Association crept into the report of the Cambridge University Syndicate. It must have surprised many of our members to read that "it was incidentally stated [*i.e.* after the meeting between our representatives and the Syndicate] that 98 per cent. of the members of the Association belonged to the smaller schools in which Greek forms no part of the regular curriculum." As the statement has been quoted in one of the letters in the *Times* correspondence and elsewhere, it may be as well to say that 28 per cent. of our members are attached to schools connected with the Head Masters' Conference, which represent pretty accurately those in which Greek is still taught as part of the regular curriculum.

A social meeting was held at the "Bedford Head" on Thursday, January 19, when Prof. Gregory Foster gave us a most interesting *causerie* on the "accrediting system" in the United States. We are sure these meetings only want to be better known to be more appreciated. They are not confined to members of the Association—any persons interested in the topics arranged for discussion will be welcomed. There will be two more this term—on Thursday, February 16, and Thursday, March 16, respectively.

INCORPORATED ASSOCIATION OF ASSISTANT MISTRESSES IN PUBLIC SECONDARY SCHOOLS.

THE Association of Assistant Mistresses in Public Secondary Schools held its twenty-first Annual Meeting at University Hall, Gordon Square, on Saturday, January 14, the President, Miss LAURIE, being in the chair. In her opening address she spoke of the increasing numbers and widening activities of the Association. She reported that during the year the Committee had sent up memorials to the Secretary for Scotland on the Education (Scotland) Bill; to the Board of Education on the Regulations for Secondary Schools, and on the Consultative Committee's proposals for a system of school certificates; and to the Chairman of the London County Council, requesting that two at least of the women co-opted to serve on its Education Committee might be directly cognizant of the present conditions of the higher secondary education of girls. The Committee had also drawn up a salary scheme and draft form of agreement for assistant mistresses, which would be brought before the meeting for discussion.

The Secretary, Miss MACKLIN, then gave some account of the considerations on which the salary scheme had been based. The Committee had obtained, through the kindness of the Head Mistresses, particulars of the salaries now being given in some twenty endowed schools of the high-school type. It was now recognized on all hands that without endowment or aid from public funds adequate salaries could not be given. Elementary teachers, so much better organized than secondary, had succeeded in establishing, for elementary schools, the principles of security of tenure and a fixed annual augmentation of salary; and elementary salaries were improving. These influences were reacting on the schools established by Local and Municipal Authorities for higher elementary, technical, and secondary education. The Association of Head Mistresses had just published a circular recommending a higher scale of salaries than had hitherto usually obtained. Mr. Sadler's Liverpool report contained similar recommendations. The Committee's scheme followed closely on the lines of those put forward by the Head Mistresses and Mr. Sadler.

After careful discussion and some emendation the scheme was passed as follows:—Minimum initial salary of a mistress with a University degree, or its equivalent, and training, £120; minimum initial salary of a mistress with a Special Honours Certificate of the Cambridge Higher Local, or any equivalent certificate qualifying for Column B of the Register, and with training, £100. In all cases more should be given if the mistress has experience. Minimum rate of augmentation: £10 per annum for the first two years, afterwards £5 per annum, up to a minimum of £150 for non-graduates, £160 for graduates. Further increase to be a matter of arrangement with the governing body from time to time; so that senior mistresses of special qualifications should receive from £180 to £300 or more. The same conditions should apply to mistresses without training who have been registered in Column B before March 6, 1905.

The afternoon meeting was devoted to the discussion of the Consultative Committee's scheme of school certificates. One of the most important of the resolutions carried was Mrs. WITHIEL's: "That with

regard to Clause 16, the Senior Certificate will be of little service in removing the evil of the present multiplicity of examinations in the upper part of the school, unless it is under certain conditions accepted in lieu of the Matriculation examinations of the Universities, and also of Responsions at Oxford and the Previous Examination at Cambridge." The proposals of the Consultative Committee point to a junior and senior certificate at the respective ages of fifteen and sixteen; but average pupils cannot at the age of sixteen have reached a standard of attainment which should qualify them for entrance to a University. Moreover, if the certificates were arranged to be taken as a rule at the ages of sixteen and eighteen, they would correspond to two well marked types of secondary schools—the middle school, with a curriculum planned to give a good general education up to the age of sixteen, and the higher school, which retains its pupils to the age of eighteen and prepares them for the Universities.

It was also resolved in relation to Clause 3: "That the representation of teachers in schools on such examining bodies should be obligatory rather than optional"; and with reference to Clause 17: "That a special mark of distinction should be given in any subject to candidates who had especially distinguished themselves in the ordinary papers on that subject."

PUBLIC-SCHOOL SCIENCE MASTERS' ASSOCIATION. ANNUAL MEETING.

THE papers read at the meetings of the Public-School Science Masters are always valuable, and the discussions that arise therefrom are usually to the point. It is worth while, therefore, to give a few notes and comments upon the fifth annual conference, which was presided over by Dr. Gow at Westminster School on January 14.

The recently issued Report upon the Education of Officers for the Army laid down a number of subjects which it was considered were essential to a sound general education, and afterwards proceeded to suggest that two of these—namely, Latin and science—should be alternative and optional. This curious state of affairs led Mr. Douglas Berridge (Malvern) to submit a paper to the conference on the importance of including both these subjects in the scheme of general education, though he could not help seeing the humour of the situation, for only two years ago the Association was protesting through its Treasurer against "the tyranny of Greek for the ordinary boy." The outcome of the discussion was a consensus of opinion that literary training should go hand in hand with scientific education, but by no means all the speakers agreed that Latin was best suited to afford the former. The opinion of Dr. Gow on the matter is of considerable importance. He advocates the teaching of science to all boys. He does not consider that Latin translation gives style, and he looks upon the training received from Latin as being more of a scientific kind in which the words are species and parsing a classification of them. He seems to consider that it savoured of impudence for the War Office, whose own house was not in very good order, to start teaching schoolmasters what a good education should be. As one speaker pointed out, when students have entered Sandhurst they practically use none of the preliminary subjects, and a suggestion that evidence of any good general education should be accepted by the authorities is a very good one. The general opinion with regard to recent proposals by the Board of Education as to school leaving certificates (dealt with in a paper by Mr. C. I. Gardner, of Cheltenham) was that they should be welcomed, but that State interference should be taken in small doses. The danger was also feared that schools might not be able to give their own individuality free play, though it was thought that inspectors with fads would not cause the same trouble to secondary-school masters in the future as they had to elementary teachers in the past.

The misuse of scientific terms, such as "law" and "theory," and the interpretation and the meaning ascribed to the word "prove," occupied Mr. Humberstone's attention, and his paper elicited from Mr. Fletcher, of the Board of Education, some pertinent remarks with regard to experiments in practical mathematics, about which there is a deeply seated and widespread misapprehension. "It is not intended," said Mr. Fletcher, "that anything should be proved by such experiments, but they enabled the student to get approximations which could be idealized into conceptions." Some little support was given to Mr. Humberstone's contentions that boys often did practical work which was of little use, as it repeated what had already been, to all intents and purposes, done. Prof. Tilden, however, did not agree that more time was given to the work than was needed.

The last paper, touching on the teaching of scientific methods to boys whose education is almost entirely literary, met with the approval of Prof. Armstrong, who wondered, nevertheless, what place in the world there would soon be for the boys under discussion. It seems that the detailed work suggested for fifth-form boys could not well be

carried out without some previous training of the kind which it was sought to afford, and Prof. Tilden might well ask what the fifth-form boys had been doing before they reached the position indicated.

Sir Oliver Lodge was elected President for the coming year, and it was announced at the annual meeting that the Committee appointed last year on Nature study had completed its report, and was about to approach the preparatory schools. It is sincerely to be hoped that there will be no tendency to look upon Nature study as being synonymous with elementary science. Nature study should be a training in observation for all boys, whether they are to learn science or not, and the work should be of a much more spontaneous character than that which is usually confined to the laboratory.

THE NORTH OF ENGLAND CONFERENCE.

THE third annual meeting was held at Liverpool on January 6 and 7.

There was an attendance of over two thousand. Sir W. Anson, Sir Oliver Lodge, Prof. Sadler, Principal Reichel, Prof. Armstrong, and Mr. Sharples, President of the N.U.T., were on the platform. The Lord Mayor welcomed the Conference on behalf of the Corporation and the City. The chair was taken by Lord STANLEY.

Leaving Certificates.

The discussion was opened by Mr. G. W. ALEXANDER, Clerk to the Glasgow School Board. The problem that England was tackling had already been solved by Scotland. The certificates of the Scotch Board were accepted, subject to certain special regulations, by the Universities of Oxford and Cambridge and various legal and medical authorities. With few exceptions, Scotch secondary schools adopted this as their sole examination. The Department had discouraged cram by prescribing no books, and it had stopped advertisement by comparison, publishing only total results, with no particulars as to the performance of particular schools. In elementary schools the Merit Certificate had worked equally well. Though there was no limit of age, it was not issued to a pupil before he had attained the age of fourteen.

Mr. OWEN OWEN, Chief Inspector of the Central Welsh Board, advocated the establishment of Education Councils for each district, and federation of all the Education Authorities in that province to take charge of the inspection and examination of schools within that area. The primary object of a school examination should be to furnish material for a report on the work of the school. It followed that no examination could be considered satisfactory which did not include at least one-third of the pupils. Further, no system was satisfactory if the organization and curriculum of the school were unduly influenced by the requirements of an external examination. The Central Welsh Board had preserved freedom of initiative for schools, even in the later years of the course.

The Rev. L. B. LANCELOT, Principal of the Liverpool College, approved the aim of the Consultative Committee to reduce the number of examinations, but pronounced it unworkable and pernicious in the methods it proposed. Were the professional bodies concerned likely to abandon their own examinations? Examinations were a money-making business in which many kinds of people (except schoolmasters) participated. If the Central Board gave the certificates, he did not envy them the task of securing the practical equivalence of the various examinations. If the provincial system was started, the nearness of a local University might be objectionable, and it would not tend to mutual good will if they were to see Local Authorities flattered and cajoled by the local University into finding employment for underpaid lecturers at the schools' expense. The clause about inspections ought to go. The Consultative Committee had listened to a passing phase. They should trust the head master. The competent head master was himself a permanent inspector. Who was to inspect the inspector? Teaching, they were told, was an honourable profession; but the teacher, they were practically told, was devoid of honour. He needed to be watched and criticized, as was no other profession in the world. Men of spirit would not consent to be degraded in the eyes of their boys.

Sir OLIVER LODGE insisted on the necessity of training. If he himself were called upon to teach the lower classes in a school, he would most distinctly feel that he must go and learn how to do it. He hoped to see examinations conducted in unison, in harmony, in consultation with each separate school or group of schools. Purely external examinations imposed from above placed the schools in an undignified position, and they rebelled. As to the method of joint examination, he suggested that the teacher might set a number of questions for the external examiner to select from, and he saw no objection to the teacher's marking the answers in the first instance, while the external examiner checked the marking and standardized.

Lord STANLEY, in summing up, hoped that in any method of recog-

nizing the work of secondary schools equal value would be attached to that of the modern and the classical side.

After luncheon at the Town Hall, to which delegates were invited by the Lord Mayor, the afternoon session was held at the Liverpool University.

A discussion on "The Teaching of Geography" was started with a paper by Mr. MACKINDER, and one on "Child Study" by Prof. SHERINGTON. Principal REICHEL read a paper on "The Place of Handiwork in the School Curriculum." In the evening a *conversazione* was given by the Lord Mayor and Lady Mayoress in the Walker Art Gallery.

On Saturday the chair was taken by Sir W. ANSON. Miss BURSTALL opened a discussion on "The Scholarship Problem." Dr. MACNAMARA followed. He advocated the allotment of scholarships to schools in proportion to the number of pupils, and deprecated the mixing up of two separate objects—the higher education of clever boys and the recruiting of the teaching profession. Sir W. ANSON, summing up, said that the assignment of scholarships to particular schools would not work, but he agreed that scholarships should be awarded rather on the school work of a pupil than by examination.

At the afternoon sitting the chair was taken by Prof. SADLER. Papers on "The Teaching of English" were read by Miss DRUMMOND and Mr. C. G. STEEL (Rugby). The CHAIRMAN commended the wise action of the Board of Education in making the mother tongue the central study in elementary schools.

A paper on "The Teaching of Domestic Science" was contributed by Miss FANNY CALDER (Liverpool), and papers on "School Games" by Mr. F. W. ANGELL (Liverpool) and Mr. J. L. PATON (Manchester).

THE CLASSICAL ASSOCIATION OF ENGLAND AND WALES.

THE Second Annual General Meeting was held at University College, Gower Street, on January 7. On the previous evening there was a *conversazione* enlivened by two short addresses. Prof. PERCY GARDNER's was illustrated by lantern slides. He showed how the madness of Hercules as represented in ancient paintings differed from the account of Euripides; how the portraits of Sophocles and Euripides brought out the sober dignity of the elder and the morose mysogyny of the younger dramatist. Mr. GILBERT MURRAY in a *causerie* full of quiet humour contrasted the old and new methods of studying a Greek play—the school of Kennedy and Paley with that of Möllendorf and Verrall. The modern teacher must bring home to his class not only what each character in the play says, but why he says it. As an illustration he gave first a traditional rendering of Medea's speech: "Women of Corinth, I left the palace," and then a psychological rendering by the translator of the "Hippolytus."

The first business of the morning sitting, after the nomination of officers and election of new members on the Council, was the appointment of a Committee to advise on the best means of securing a uniform pronunciation of Latin. Mr. BUTCHER, who introduced the motion, pointed to the evils of the present chaos. The Head Masters' Conference had, as far back as 1871, passed a resolution in favour of the reformed pronunciation, but no common action had been taken and the vast majority of public schools had done nothing. As a fact, we believe that Marlborough, Merchant Taylors', Christ's Hospital, and the City of London are the only great schools where the reform has been adopted. The motion was unanimously passed, though Mr. JOHN SERGEAUNT renewed the protest that he made in this journal. It was not without significance that, in spite of this unanimity, speakers, from the Lord Chancellor downward, adhered to the old style.

Mr. R. L. LEIGHTON (Bristol Grammar School) then read an excellently composed paper on "The Educational Utility of Latin." His *thesis* was the solid gain to the pupil who goes no farther than the Caesar stage. He failed, however (if we may interpose a criticism), to show why "Regina puellam amavit" is more educative than "Die Königin hat das Mädchen geliebt."

Mr. RICE HOLMES (St. Paul's School) showed how the "Commentaries" could be made attractive to the ordinary fourth-form boy. (Our criticism here would be that in such a model lesson as Mr. Holmes sketched Latin is the fifth wheel of the coach.)

Mr. A. J. CHURCH interposed a pregnant remark as to how Latin should not be taught. He had just looked over some hundred and fifty Caesar papers of the candidates of a College which should be nameless, and in no one of these papers was there any attempt at real translation—breaking up the complex Latin sentence and turning it into idiomatic English.

The address of the LORD CHANCELLOR was a plea for a more extensive study of the classics—especially of Greek literature, embracing even the Byzantine historians and the Great Fathers, and for a postponement of the *nuances* of grammatical scholarship. It has been fully reported in all the daily press.

At the afternoon sitting, on the motion of Prof. E. A. GARDNER, a committee was appointed to consider how best classical teachers could be helped to keep in touch with the recent results of discovery and investigation.

Mr. PAGE (Charterhouse) proposed the appointment of a committee to consider in what respects the present school curriculum in Latin and Greek can be lightened. The present danger of classical study was not seeing the wood for the trees. It was no longer chiefly literary, but exercised with technical and collateral matters in pronunciation, spelling, emendations, syntactic subtleties. "When I was a boy I spelt as I pleased; now students have discovered that each classical author spelt as he pleased, and that we must master the idiosyncrasies of each." We know more about classical writers than our fathers, and we know them less. We visit their sepulchres, and we offer them all the resources of photography. He urged that in Latin accident, syntax, and composition should be fully studied, but that these in Greek should be reduced to a minimum, and the pupil should be pushed on to actual reading.

Dr. POSTGATE thought that verse-making, except as an aid to the appreciation of metre, should be dropped by all who had not some poetical aptitude.

Mr. WINBOLT (Christ's Hospital) suggested a reformed time-table—translation, 4 hours; grammar, 2; history and literature, 2; Latin prose, 2.

Mr. BUTCHER, who took the place of Sir E. Maunde Thompson, summing up the discussion, feared that the reaction against excessive grammar might go too far. He put in a plea for verse-making, quoting the authority of Dr. Arnold. For translation he desiderated easier and more literary extracts.

It was announced that the Association now numbers over nine hundred members.

An excellent report, including Lord Halsbury's address in full, will be found in the current number of the *Classical Review*.

GEOGRAPHICAL ASSOCIATION.

THE Geographical Association held its Annual Meeting on January 6 at the Royal Colonial Institution. Mr. DOUGLAS FRESHFIELD, the President, referred in his opening speech to his recent correspondence in the *Times*, and complained that geography was the shuttlecock kept flying between the Civil Service Commission and the Universities, either party alleging that the other was not doing its duty by it. Mr. T. ALFORD SMITH, of St. Dunstan's College, Catford, gave an interesting account of his method of teaching—map-making, diagrams, and models in the class-room, followed by the practical work of surveying outdoors. Mr. ELTON, of Wellington College, dwelt on the time difficulty. Geography was not a subject that paid in examinations; consequently one hour a week was the maximum time allotted to it, and the classical head master resolutely resisted any inroad on his timetable.

Mr. B. B. DICKINSON, of Rugby, described how, with a sheet of the Ordnance map as his text, he took his class over the ground, making them trace the watershed, observe contours, &c.

The Association now numbers 448—123 new members having joined during the past year.

* * * We are compelled to hold over the report of a conference on "Leisure Hour Employ," held at Bootham School, York.

BOOKS OF THE MONTH.

Classics.

Roman Society from Nero to Marcus Aurelius. By Samuel Dill. Macmillan, 15s. net.

The Speeches of Isaeus. With Critical and Explanatory Notes. By William Wise. Cambridge University Press, 18s. net.

A Companion to Greek Studies. By Leonard Whibley. Cambridge University Press, 18s. net.

Harvard Studies in Classical Philology, Vol. XV. Longmans.

Horace, Vol. I.: Odes and Epodes. With a Commentary. By E. C. Wickham. Clarendon Press, 6s.

Bell's Concise Latin Course. By E. C. Marchant and J. G. Spencer. Bell, 2s.

Murray's Small Classical Atlas (14 Maps). Edited by G. B. Grundy. Murray, 6s.

English Literature.

Shakespearean Tragedies—Hamlet, Othello, King Lear, Macbeth. By A. C. Bradley. Macmillan, 10s. net.

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- Thomas Moore, in "English Men of Letters." By Stephen Gwynn. Macmillan, 2s. net.
 Stormonth's English Dictionary. New Edition. Edited by W. Bayne. Blackwood, 5s. net.
 Butler's Hudibras. Text edited by A. R. Waller. Cambridge University Press, 4s. 6d. net.
 The Seventeenth Century in English Literature. By Barrett Wendell. Macmillan, 7s. net.
 Blackwoods' English Classics. — Byron: Selected Poetry. Edited by J. Wight Duff. 3s. 6d.
 Oxford Edition. Boswell's Life of Johnson. In 1 vol., Oxford India paper, 5s. net; in 2 vols., on ordinary paper, 4s. H. Frowde.

Geography.

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(Continued on page 166.)

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London: GEORGE BELL & SONS, York House, Portugal Street, W.C.

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OCCASIONAL NOTES.

THE only mention of education in the King's Speech has reference to North Britain. The words are: "You have already partially considered provisions for amending the laws relating to education in Scotland. They will again be brought before you."

The King's Speech. It seems probable that the Bill will propose to divide Scotland into ninety-four School Board areas, each area having full power over all grades of school education within the district. We might have expected some reference to the *impasse* in Wales; but the absence of any such reference goes to show that the Board of Education are still feeling their way, and not yet prepared to strike. In spite of Mr. Balfour's personal feeling in favour of the establishment of an Irish Catholic University, we scarcely expected to see the matter mentioned; but Mr. Dillon was at once to the front with an amendment on the subject, and it cannot be overlooked. The recommendations of the Physical Deterioration Committee have not been thought worthy of inclusion in the King's Speech; but Sir John Gorst and Dr. Macnamara will not neglect to keep this important matter before the minds of members.

WITH Mr. Balfour's eulogy of the Education Bill (February 2), as for the first time organizing the national system of education and co-ordinating the higher and lower branches, we fully concur, as we need not remind our readers. When, however, he touches on what he confesses is an imperfection in the Bill—the religious question—and hints that the Opposition will find it ineradicable, we as strongly dissent. He promises to support any plan "which will give the parents the full control over

the religious education, denominational and undenominational, which is to be given to their children." Now, as we lately argued, it is only parents in the aggregate—the parents of a district or town or village—who can be considered, and their views are adequately represented by the ratepayers, who determine, in their turn, the action of the Local Authority. An alternative is possible—to give the parents of scholars of each school direct representation on the managing body of the school; but this proposal, when the Bill was passing through the House, was strenuously resisted by Mr. Balfour. We should be curious to hear how he, in an ideal commonwealth, would propose to secure to parents that control of teaching which he claims as their prescriptive right.

LORD SPENCER'S letter to Mr. Corrie Grant takes a sufficiently firm tone on the subject of the educational reforms to be expected from the Liberal party when it comes into office. Schools supported by public money are to be placed under public control, and all traces of sectarian tests are to be removed from the qualifications of teachers. On the first of these points there may be some exaggeration. No manager of a non-provided school feels that he is spending public money according to his own sweet will; on the contrary, he is apt to complain of too much public control. We find it difficult to realize the point of view of those who would maintain that the State has endowed sectarian education and has left the sects free to spend the money. It is obviously fair that managers appointed by the Education Authority and by the denomination should be proportional to the amounts respectively contributed. As to the second point, we have no doubt: no inquiry should be permitted into a teacher's religious views. Electioneering promises cannot always be carried out, and we should greatly regret to see another sectarian squabble in Parliament. The changes desiderated can probably be carried out by administrative order.

THE revised report of the Cambridge Studies and Examination Syndicate removes one or two objections that have been raised, but is in principle the same. Instead of a separate paper on Latin or Greek accidence and syntax, we have now grammatical questions arising immediately from the passages set. This is a distinct improvement. The alternative of a prepared book in Latin or Greek is a doubtful concession, but perhaps advisable so long as the opinion of schoolmasters is divided on the point. An alternative is given between unprepared passages in Latin or Greek and easy unprepared passages *plus* easy composition. This seems reasonable, though those who believe in the saving virtue of Latin prose will protest. Candidates who take a set book will be required to answer questions on the subject-matter. This is pure gain.

THE *plébiscite* taken by the Executive Committee of the Assistant Masters' Association is a remarkable document, and emphasizes what we remarked last month as to the divergence of opinion among the bodies of secondary teachers who are to be federated in order to voice the views of this branch of the profession. The two leading associations of head masters, it will be remembered, rejected by overwhelming majorities the Syndicate's proposals. Members of the A.M.A. were asked by post-card: "Do you approve of allowing candidates for the Little-go to offer a sound knowledge of a modern language as a substitute for Greek?"

Mr. Balfour on Parental Control of Teaching.

Cambridge Syndicate's Revised Report.

Assistant Masters on Greek.

Of the 1,513 answers received 1,088 were affirmative, 78 modified or doubtful, and only 347 negative. Nor can it be contended that this majority is composed of masters from small schools, whom the Greek question hardly affects. If we separate the masters in "Conference" schools, the proportion is about the same, and the collective votes of Eton, Harrow, and Winchester give nearly the same result. Whose opinion should prevail—that of the assistant masters who do the teaching, or that of the head masters who are responsible for the teaching, but may or may not teach themselves?

PROF. CHURTON COLLINS (whom we congratulate on his new title) has his say in the *Fortnightly Review* on what he pronounces "the most important crisis that has

Mr. J. C. Collins
on the
Greek Question.

ever defined itself in the history of advanced education." He admits that there is no stemming the rising tide of science, and thinks that Oxford and Cambridge erred grievously in not making terms and conceding Science degrees at the time when the bifurcation of studies took place. Now, however, he would stand in the breach, and he airs once more his favourite thesis that no intelligent study of English literature is possible (witness Mr. Bradley's "Shakespeare") without a knowledge of Greek. "The anti-Greek party (including Dr. H. M. Butler, Mr. A. Sidgwick, Dr. Jackson) know that it [the scheme of alternatives] will have the effect of all but eliminating Greek from the curriculum of every school in the kingdom." "The leading head masters of England (e.g., Mr. Burge, Dr. Wood, Mr. MacClure) are almost unanimous in their opinion that the removal of compulsory Greek would mean its practical extinction outside the University." This might pass in a debate, but Prof. Collins assures us that "he has not been speaking rhetorically." But, even in a debate, to compare the alternative syllabus of French and German and to omit to mention that translation from modern languages is to be done without a dictionary would be an unparliamentary *suppressio veri*. The misstatement that no degree can at present be obtained at Oxford or Cambridge without an elementary knowledge of Greek is a piece of very pardonable ignorance.

ALTHOUGH Mr. Walker, of St. Paul's School, makes it the rule of his life never to attend a conference or to write for publication except on philological questions,

Has the British
Schoolboy
degenerated?

yet the *Strand Magazine* has succeeded in eliciting the opinion that Mr. Walker has noticed no signs of degeneracy in schoolboys. The nine other head masters who have been "drawn" give their views at length; and these are supported by eight portraits. On the whole, the note of pessimism is strangely absent from the opinions. Dr. Warre has nothing to say about the Eton College beagles: his bitterest complaint is against the modern textbook as taking all the grit out of the work—a criticism we endorse. Canon Lyttelton has, of course, his fling at cheap daily papers and magazines. Rather hard, this, on the *Strand*! Dr. James notes a steady progress and pays a warm tribute to the good influence of his sixth form. We should not have been surprised if some of the "great head masters" had lamented the good old times; for they are a conservative race. We suspect the intellectual heroes of the past were Tritons among the minnows. Now we claim that the average boy gets a better education, while the clever boy is as well off as before. In earnestness of moral purpose there has certainly been a great advance, in keeping with the change in thought of the nation as a whole. Dr. McClure contributes a note of cheery optimism.

WE have dealt elsewhere, critically and in detail, with Mr. Sadler's various reports. This is the place to speak of them in general terms and to say how valuable they are and how fully they will repay careful reading. Mr. Sadler possesses in a high degree the faculty for discovering and noting what is good in a locality or in an institution. He uses this as the basis of an appeal for further effort and self-sacrifice. In this way he avoids or discounts much adverse criticism that the report of a less tactful inspector or "surveyor" might arouse. He addresses the "business man," meets him on his own ground, and, in arguments that appeal to him, shows how increased expenditure for education is absolutely necessary at the present time. He gives full credit for all that has been done in the past. Without stating too aggressively the business man's distrust of existing secondary schools, he shows the imperative need of a sound system of secondary schools if the country is to hold a foremost place. Still more noteworthy is his insistence upon the need for really good work as opposed to cheap and showy institutions. And this sound education must, he declares, be based largely upon the study of the group of subjects known as the humanities. At the same time he does not overlook the necessity for training in scientific methods of thought.

THE annual grant made by Parliament to the University colleges in Great Britain amounted last year to the modest sum of £27,000, and the Chancellor of the Exchequer has promised to double the amount in the following year. On elementary education we spend some

Mr. Chamberlain
and the University
of Birmingham.

£13,000,000 out of Imperial taxes. Higher education is much more costly and no less important. University fees—though they may seem to the student to be considerable—are a very long way from covering the cost. At the annual meeting of the Court of Governors of the University of Birmingham, Mr. Chamberlain was hopeful as to the financial future—not because they had enough money, but because he expected the Government to deal more liberally with higher education, and because he expected further grants from Local Authorities and from private benefactors. Birmingham has already raised more than £500,000. Such public spirit deserved, Mr. Chamberlain maintained, further support from the Government. This is quite true, and, however unpopular the proposals may be to the taxpayer, the country will have to recognize that higher education is no less necessary and far more costly than any other grade of education.

TAKING as his text a forgotten manifesto addressed by William Cobbett to the electors of West Surrey, Mr. George Bourne, in the last number of *Longmans' Magazine*,

Nature Study
and Rural Life.

discourses pleasantly of the condition of the Surrey villager seventy years ago. The ideal of rural life that Cobbett held up is no longer attainable; and Mr. Bourne wants to know what can be put in its place in order to give zest to life in a village. The cottager of to-day is to a large extent cut off from an enjoyment of country life by barbed fences. He neither brews his ale nor makes his cider; his wife does not even bake the bread. He flits from place to place so often that he has lost the traditional pride in his garden hedges. His wages suffice to purchase all the absolute necessities of life at the village shop. Beyond the daily toil for his employer he does nothing, produces nothing, in which he can take a pride. Life in a village to-day offers little to the villager except the satisfaction of his physical needs. That this

was not so seventy years ago Mr. Bourne deduces ingeniously from the indirect evidence of Cobbett's address. Mr. Bourne speaks rather slightly of the botany classes in the village school, and there may be some justification for his view. Yet what we now call "Nature study" is based upon the sound principle of teaching a child to enjoy and appreciate his surroundings. Education does not lose sight of the need of training in the use of leisure. The problems Mr. Bourne brings forward may be partially solved by improvements in rural education.

ARE not the Board of Education slightly over-playing the part of moral advisers to the Local Authorities? This month we have another preachment relating to public elementary schools and the Post Office Savings Bank. To inculcate habits of thrift in young children is a wise and praiseworthy object. Philanthropists and moral reformers have not lost sight of the opportunities afforded by the schools. In many schools the children are encouraged by the teachers to save their weekly half-pence. For instance, in the elementary schools of Leeds the sum deposited by the scholars in the Yorkshire Penny Bank averages about 9s. a child. This is, of course, no reason why other schools should not be urged to greater activity in this direction. The Board are very anxious to avoid the appearance of suggesting an "extraneous task" for the teachers—do we see here the power of the N.U.T. behind the throne?—and point out how nice it will be for managers to interest themselves in this matter. Some managers, especially ladies of leisure, are able to do much in this direction, but the teacher's aid must be enlisted, and it cannot be said that teachers are backward in giving their time to work out of school for the welfare of the scholars.

IT is in the elementary school that that indefinable something, aptly called the 'soul of the nation,' is created." We would not exaggerate the influence of school life. It is but one out of many factors that produce character. But even as one of many influences its working is of vital importance. The country is governed by the people, and the education of the people is in the people's hands. Sir Philip Magnus in his presidential address to the Association of Technical Institutions questions if the nation sufficiently realizes this important fact. When the men who administer and control education fully understand this we shall see less haggling over scales of salaries in the desire to save the rate-payer every possible penny and less vexatious interference with the liberty and the freedom of the teachers in the desire to prove that the public purse is being carefully guarded. It is doubtful whether the Local Authorities have yet realized that men are more important than buildings. It is not only a question of salaries: of greater importance is it to give to teachers an honourable position with a certain independence of thought and freedom of action. Sir Philip's words which we have quoted above are equally applicable to secondary schools.

MUCH lies hidden in the modest announcement that secondary schools are to address their communications to the Board of Education, Whitehall, and no longer to South Kensington. Evening schools, technical institutions, and schools of art and art classes will remain for the present at South Kensington. The methods of administration at the latter place have come in lately for severe criticism at the hands of the Local Authorities. The justice of the

censure we have only partly admitted; but we cannot but allow that the policy of the Charity Commissioners as carried out when there was little local interest taken in schools must be greatly modified in view of the Local Government Acts of the last fifteen years. As the old separation between primary and secondary school authorities no longer exists, it is fitting that the supreme control of education should emanate from one centre. Lord Londonderry ought not to have to spend half his life in a hansom or a motor between Westminster and Kensington, nor ought the chief officials in the one office to be obliged to go to the other office in order to consult him. The change of postal address implies, we are sure, a policy of greater vigour and one more in keeping with altered conditions.

HEAD MASTERS in their recent conferences have been considering how they can best adapt their schools to meet the new regulations of the Board and admit intending teachers with the greatest profit to the new class of pupil and the least loss to the old; and they have treated the question as though they were conferring, not receiving, a benefit. Very different is the view of the *Schoolmaster*, which regards the whole movement as the outcome of "unmistakable prejudice and organized opposition" to the pupil-teachers' centre system and an attempt to bolster up effete and moribund grammar schools. "The p.-t. centre is a really first-class institution, giving thorough and well systematized higher education of the very best type. As a secondary school alone it is invariably miles ahead of the local grammar school." There is really no arguing with an advocate who makes such a sweeping generalization wholly unsupported by facts. But, further, the article headed "The Policy of Pushing the Grammar School" contradicts itself. It approves, at starting, the policy of the Board, that the intending teacher should receive the elements of a liberal education, "his course of studies in no way differing from that of other scholars in the school and having no direct regard to his future career"; and a little later on it demands that, "in all the work done with these intending teachers, there should be what may be termed a professional bias." This brings us to the *Schoolmaster's* proposed solution. It is that "young people of the middle and professional classes" who are intended for other professions should be admitted to the pupil-teachers' centre. In spite of Dr. Macnamara's special pleading, Mahommed will have to go to the mountain.

IT was sensible of the ladies and gentlemen who advocate the Holiday scheme to alter their printed statement of its object so as to make it quite clear that it was meant to apply to governesses in private schools and families, and not, as was previously stated, to "ladies engaged in the work of secondary education." As long as the phrase just quoted was allowed to stand, it was not surprising that some of those teaching in high schools raised objections to the scheme, although they were quite willing to recognize the kindness and humanity of those who supported it. It is quite possible for the kindest scheme to do infinite harm if it is based on ignorance and a failure to comprehend all the bearings of a complicated problem with which it deals. Any attempt to put on one side, or to regard as inevitable, the pressing subject of the salaries of assistant mistresses, especially at this critical moment when new schools will soon be opened on every side, would be most injurious to a large number of women workers. But little objection can be raised against a scheme that endeavours to help the

less fortunate members of a profession—those whose income largely depends upon the caprice of an individual employer; though even he might be urged to pay as large a salary as he possibly can, in order that his *employée*, to whom he entrusts the education of his children, should not have to depend on the charity of the benevolent public for her well earned holiday.

THE views which are expressed on the new Scheme for Army Examinations are many and various. The crammers are generally opposed to the changes as futile and perplexing; in particular they resent the decision that they may not prepare pupils for the "leaving certificate," and they are annoyed that, whereas one "leaving certificate" will suffice for any number of "competitive examinations," the "qualifying certificate" must be obtained each time a pupil enters for the "competitive." It seems very doubtful, too, whether it is a good thing for the public schools that boys should be allowed to enter for the competitive examination for Sandhurst and Woolwich at the age of 19½ years. We know the Bishop of Hereford's view, that boys are kept too long at school. Young men of nearly twenty are certainly not wanted in public schools.

REPORTS are current that the definite division of the work of school inspection into elementary, secondary, and technical has now been effected by the Board of Education. It will annoy Sir John Gorst —no doubt he will have something to say on the question in the House of Commons. The new arrangement may prove to be extravagant—distant villages with small educational equipment will be visited in turn by three kinds of inspectors, when one intelligent man might do all the work satisfactorily. But, on the whole, providing that the three branches work together loyally—a rather large assumption, it must be admitted—we are inclined to think that the new system will work well. It is certainly worth a trial.

THE appointment of several new inspectors for secondary schools under the Board of Education raises many important questions. The names of the new inspectors had not been announced at the time of our going to press; but it is understood that their qualifications, both as to academic distinction and teaching experience, are unimpeachable. It is evident that the Board intend to do their work thoroughly, and the pertinent question arises whether or not the Universities will ever play an important part in the inspection of secondary schools. Inspection by the Board is cheap, and it promises to be good: their officers enjoy a status as His Majesty's representatives which can never be acquired by the inspectors appointed by Universities. In view of the present financial position of secondary schools and of the tardiness of the Universities in taking up the work, we are inclined to think—without taking any side in the question—that the future lies with the Board of Education.

THE official Year Book of the Plymouth Education Committee gives in full detail the salaries of the teachers in the secondary schools of the borough. In the boys' department of the Intermediate School the salary of the second teacher is £140, rising by £10 a year to £200; for other teachers £100, rising by £10 to £160. In the girls' department the second teacher £80, increasing £5

annually to £130; for the others £75 to £120. In the Secondary Day School the assistants receive £100 to £170, and the mistresses £100 to £140. In each case the increment is £10 a year. If these payments are not princely, it is, at any rate, a distinct advantage to know exactly what is to be expected. The appointment of all the teachers is in the hands of the Education Committee. No regulations appear to be issued with regard to dismissal. Perhaps the Committee has sufficient belief in the soundness of its selection to make such an alternative unnecessary. Each secondary school is to be visited at least once a month by a member of the Committee, and a rota is given. All teachers will not welcome this publicity; but it is an inevitable step in the tenure agitation. The Year Book contains no reference to Plymouth College; and no details are given of private schools. Probably the next year's issue will supply these omissions.

A *TIMES* correspondent gives an interesting account of the work of the five model schools that Sir William Macdonald is founding in Canada. There is to be a school in each of the eastern provinces. Three are already in full work. The problem in Canada is not precisely analogous to the position in England. The population in Nova Scotia and in New Brunswick is very scattered, and it does not consist of the peasant, but of the farmer. The experiment cannot, therefore, deal with the pupils as if they would always remain on the land. The rural schools must make it possible for the children to proceed to places of higher education in the towns and even to the Universities. At the same time, the education law must be obeyed. These considerations hamper the experiment to some extent. Sir William's main idea is to prepare children for country life by giving to Nature study, manual training, and school gardening a central place in the curriculum. He sees, moreover, that history and literature are equally essential. Part of the problem is to correlate these. We are told that the schools at Kingston and Middleton have won the support of the localities. When a complete report of the Canadian experiment is available, there will be much for English educators to study. The problem is to give the rural child an education in harmony with his surroundings and bearing upon his life without differentiating it entirely from the curriculum of town schools.

NO previous age has shown such keenness in the matter of historical research and investigation as the present one. Whether it be the story of Tell's apple, the palace of Minos at Knossos, or the compilation of the Pentateuch, nothing is taken on trust; everything is made the subject of historical investigation. In London the opportunities of research are of the richest. But the workers are comparatively few and the funds available are scanty. The public meeting presided over by Mr. Haldane will do something to call the attention of some of London's wealthy citizens to an attractive opening for their spare cash. The Advanced Historical Teaching Committee asks for no large sum. A modest £250 for three years will satisfy their desires. The idea is to train up a band of historical students to investigate the historical treasures of London. In all departments of life we find the same demand for training. The lecturers can train the students not only how to deal with historical records, and to get the best results from them, but also how to economize time and labour. London ought to do this work, but would it not be both advisable and feasible to approach the University of London

**Advanced
Historical
Teaching in
London.**

**Salaries
at Plymouth.**

and to give the lecturers of the fund the status of University professors?

DR. MACNAMARA puts forward in the *Contemporary* some practical proposals for dealing with physical deterioration. First he would adapt to London the *cantine scolaire* of Paris. (1) By it all hungry children would be provided with a dinner ticket, the cost being met by subscription, Exchequer grants, and rate aid (in what proportion he does not say), but he reckons that a half-penny rate would be a generous provision. Parents who can afford to pay for these tickets should be forced by law to pay. This proposal we have sufficiently discussed before. (2) There should be continuous medical supervision of elementary scholars, particularly in the matter of teeth. This is an obvious reform. (3) There should be two years of compulsory evening drill for young men, including the use of the rifle. We consider such continuation schools the best counterblast to conscription.

THE Modern Language Association loses a valuable officer in Dr. E. R. Edwards, who has been its Honorary Secretary of recent years. Dr. Edwards's appointment to an inspectorship under the Board of Education makes it imperative for him to relinquish his work for the Association.

Such, we understand, are the rules of the service. But, if the Modern Language Association has lost an earnest worker, modern language teachers may well feel that the appointment is to their real advantage. Dr. Edwards has been a schoolmaster, and he has enlarged his knowledge of schools by inspecting for the University of London. But first and foremost he is a believer in the value of phonetics as applied to the teaching of modern languages. His present position will give him great opportunities of introducing reforms in this direction. Such reforms will be welcomed by all except the most conservative of teachers. Many modern language teachers are now held back by a want of sympathy on the part of head masters and other higher authorities. It is a great thing also for the Board of Education to have upon their inspectorate a keen student of, and an undoubted authority upon, phonetics. And, if any very up-to-date school shall undertake the teaching of Japanese, Dr. Edwards will be ready with advice and control.

WE are informed that the *Modern Language Quarterly* will not appear again exactly in its present form. The Modern Language Association—which is responsible, financially and otherwise, for this very valuable publication—includes in its members' roll both scholars interested in learned research and schoolmasters engaged in class-room teaching. It has been decided to issue, in future, two publications. Every member will, of course, receive both. The one entitled *Modern Language Teaching* will appear almost immediately. Prof. Rippmann is the editor, and Messrs. Black are the publishers. This is to be issued some eight or nine times a year. The other publication will retain the style and title of a *Quarterly*. The want of a learned paper of this sort is sufficiently obvious, and the Association is to be congratulated upon the public spirit that leads it to support an undertaking that can never be very remunerative. Prof. Robertson has agreed to be the editor, and he has secured already a telling list of contributors. It is hoped that one of the University Presses will undertake the publication.

THE teaching of modern languages at the Universities is by no means well endowed, and therefore the generous gift of Mrs. James Barrow to the University of Liverpool is to be specially welcomed. Mrs. Barrow has given £10,000 to endow a Chair of French in memory of her husband. The gift is not without a certain political significance, for, in making it, Mrs. Barrow expresses the hope that the Chair of French "may serve to remind the citizens of Liverpool that it was founded at a time when the happiest relations existed between their country and France, and that it was the earnest hope of the founder that those relations may always continue." The teaching of French has long been a Cinderella amongst her more favoured sisters. The time has come for the gift of the fairy godmother.

MISS E. P. HUGHES has written to the *Western Mail* a deeply interesting letter on the subject of school discipline, which she maintains is, in England, based on the cane. Now, we are inclined to smile when good-natured busybodies, who write as if they had no experience of school life, shower upon us leaflets arguing the brutality and immorality of corporal punishment. The arguments are often so exaggerated and the alleged evil effects of caning so distorted that the reader fails to be convinced. But Miss Hughes has been a teacher. She has made a study of schools both in this country and in many others. Even her opponents—and they are many—must listen with respect. Miss Hughes considers corporal punishment as an ugly tradition which must be got rid of at any cost. In her travels in Japan she felt herself positively ashamed of the English cane, which would hover in the mental vision over all arguments on school discipline. Miss Hughes is right in saying that a strong feeling against the use of the cane is growing in the country. It is almost a commonplace to say that where there is much caning the discipline is bad; and yet the advocates of this ancient and discredited aid to discipline do not see that it fails to produce the effect expected.

ONE result of a school fee which does not cover the cost of education is the illusory nature of the support given to a school by the establishment of a system of Local Authority scholarships. Many Local Authorities, it is true, give a liberal grant to the school in addition to sending scholars. But this is not always the case; and it seems surprising that head masters and governing bodies are sometimes slow to realize that such scholarships are a financial strain on the school. To give chapter and verse for one instance, we may quote from Mr. Sadler's Huddersfield report. The West Riding Education Committee make an annual grant of £30 to the Almondbury Grammar School, and retain four free places for their scholarship holders. In 1903 the cost per head was £17. 17s. 10d., omitting all capital and establishment charges. In a well equipped secondary school the cost will be not less than £20 per boy for current expenses, and, unless the scholarship awarding body pays the amount, not of the fee, but of the actual cost of the education given, the governors will have to make up the deficiency from other sources. There are many schools where the fee is £6, and where the cost varies from £12 to £18. It is sometimes thought that the Local Authority, by sending a number of scholars, is helping the school. This is not the case unless the Authority also gives a grant.

LOCAL AUTHORITIES.

THE Higher Education Committee of the County of Cheshire have received a memorial from the Liverpool Branch of the Private Schools Association, setting forth the claims of that body to considerate treatment. The

Private Schools in Cheshire.

memorial begins with the statement that the contemplated action of the Authority in establishing Council secondary schools "is likely to constitute a grave danger, as well as gross injustice, to existing private schools." Then follows an argument based on the Bryce Report. This mine of sound judgment, applicable to the educational problems of the day, is perhaps not sufficiently used by the local administrator. The claim of the Association, that private schools should be granted direct representation on any body that deals with the provision of secondary schools, is not unreasonable, and, could the sheep be separated from the goats, would probably prevail with the Local Authorities. It is reasonable, too, that new secondary schools should not be opened until it has been shown that existing accommodation in efficient schools is not adequate. The difficulty is to prove efficiency at a fee that will meet the wants of the locality. The last clause of the memorial asks that the provision of education below cost price should be strictly limited to those who cannot otherwise afford such education. It is scarcely possible to admit this claim. In no public secondary school does the fee paid by the parent cover the full cost of education, including the provision and up-keep of buildings. In most schools the fee is greatly below the actual cost. The Private Schools Association proposes an entire revolution.

THE West Riding Education Committee has reduced the salaries of head teachers in non-provided schools in proportion to the number of hours given to the teaching of denominational religion. In answer to Lord

The Board and Religious Teaching.

Halifax, one of the managers of Hickleton School, Lord Londonderry has written to say that the Board are well aware of the action of the West Riding Educational Authority, and that they think it to be "a violation of the Education Act, 1902, both in spirit and in letter." He adds: "The precise mode of dealing with the matter is now under consideration, with a view to immediate action." We believe that little support, if any, will be given by other Authorities to this vexatious and petty policy of the West Riding, and that every one will be relieved if Lord Londonderry takes a firm line and sticks to it. In regard to the dispute between the managers of the Ashwellthorpe Church School and the Norfolk Education Committee, the Board have replied to the County Authority that, if certain children are withdrawn from school by the desire of their parents and sent to church during school hours, this does not constitute a breach of the by-laws on the part of the managers so long as the school is kept open and the master is present in the school. The remedy of the Authority is to proceed against the parents of the absent children for not sending them to school, though the magistrates might hold that attendance at church was a reasonable excuse for non-attendance at school.

THE London County Council has accepted, with some amendments, the scholarship scheme proposed by the Committee. The candidates are to be over eleven years of age and under twelve on July 31 next following the examination.

Scholarships in London.

No exact limit of number is to be fixed; but the standard is to be such as to enable about 2,600 to be awarded in the year 1905-6. It is decided that the scholarships are to be given in the proportion approximately of one-third to boys and two-thirds to girls, if a sufficient number of eligible candidates present themselves. There is no direct reference to the supply of teachers; but the persistence of the proportion between boys and girls shows that the scheme is regarded as a plan for securing a sufficiency of teachers for Council schools. A Board of Examiners appointed for this purpose will hold a centrally conducted examination and will take into consideration the head teacher's report and the result of the last school examination of the candidates, who are to be nominated by the head teachers. There is also to be a local Scholarship Committee in each electoral division. At least two-thirds of the scholarships are to be held by children whose parents have less than £160 a year. A maintenance allowance of £6, £10, or £14 may be given. The intermediate scholarships continue as at present, except that the limit of age is to be fifteen to seventeen. It is proposed to raise the number of these scholarships to two hundred. The senior scholarships remain unchanged, except that the number is to be raised to fifty.

THE Secretary of the County Councils' Association Education Committee, Mr. Montagu Harris, has compiled an exhaustive report on the salaries of assistant teachers in public elementary schools. From it we take a few of the most striking figures. For

Salary Scales in Elementary Schools.

certificated and trained teachers (men), the lowest salary is £65, which is offered by three county boroughs. In the counties the lowest is £75: the usual salary at the start is £80 to £90. In two counties the maximum is £100. In five boroughs it rises to over £150, the highest being £175. The general maximum is £130, £140, or £150. For women three county boroughs begin at £55 and three counties go no higher than £85. The highest salary, at the start, is £85, and the highest maximum is £130. But £70 to £80 may be taken as the usual minimum, and £100 or £110 the usual maximum. For teachers less fully qualified the scale is naturally lower. For certificated but untrained men the rule is £70 to £80, rising to £100 or £130. The corresponding figures for women are £55 to £70, rising to £90 or £100. For pupil-teachers the variation is considerable. One borough offers as much as £30 for the first year; but £15 to £20 is more usual. In the second year the payment does not rise greatly. One borough goes as high as £35, and one county as low as £12. Again, £20 is a very usual figure. For the third year about £25. These figures are for boys. The girls average about 15 per cent. lower.

MR. SADLER shows such skill and sympathy in emphasizing the strong points of the town of Huddersfield and its inhabitants and such excellent tact in wrapping up the pill of criticism in the conserve of praise that the Committee of Huddersfield can read the report without any sense of shortcoming. But there is no attempt to conceal deficiencies. In the matter of secondary schools for boys Mr. Sadler knows of no town of equal importance in Germany, in Switzerland, or in the progressive parts of the United States of America so ill-provided as Huddersfield.

The population is not far short of 100,000, and there are 751 boys and girls in secondary schools in the borough. The five public schools have a total of 283 boys and 207 girls. The bulk of these are in the College Higher-grade School and the Fartown Grammar School. The latter has very few pupils over fourteen. Through all his reports Mr. Sadler is careful to affirm that a sound secondary education must cover the years from twelve to sixteen. It follows, then, that there is very little real secondary education in Huddersfield, and Mr. Sadler urges that immediate efforts should be made to put the Almondbury Grammar School on a sound financial footing. He argues at length to prove the need of considerable expenditure. The eight private schools only educate 101 boys and 160 girls. That gives an average of thirty to forty pupils to each school—numbers that without endowments or public grants scarcely permit of efficiency according to modern standards. The second urgent need is for the establishment of a public high school for girls. Huddersfield is no worse off than many another English town, and the trouble is chiefly owing to a want of local belief in the value of secondary education. This is shown by the short time the children remain at school. There is no adverse criticism on the teachers.

THE Northamptonshire Education Committee has issued a scholarship scheme which is, to use the consecrated phrase, "in strict accord with the best educational thought on the subject." Twenty-four junior scholarships

are offered for competition in June next, of the annual value of £20; in case of need an additional sum of £15 may be paid towards the cost of boarding when the scholar is unable to live at home. The head teachers are to recommend candidates, either after holding an examination or not as they think best. They will also send a confidential report on the candidate's attainments, character, and promise. A circular from the Secretary, Mr. J. L. Holland, lays especial emphasis on the word "promise." He points out that scholarships are not so much in the nature of prizes to the individual as of investments on the part of the community. The sifting of the candidates recommended by the teachers will be entrusted to a board of examiners appointed for this purpose. Two members of the board will be examiners appointed by some University or other examining body. They, it may be supposed, will do the real work of the written examination. Four members are to be teachers, two in elementary and two in secondary schools. One member is to have special knowledge of the education of girls, and the Education Secretary completes the full number of eight. The first list of candidates selected upon the written examination, supplemented by reports, will be further tested by an oral examination. Anything in the nature of cramming is to be sternly discountenanced. The final selection will be made by the whole board in the light of all the information gained. For the scholarships carrying continued instruction in a secondary school after the original scholarship has expired, and called in this scheme classes B and C, every effort will be made to avoid cram. The candidates will be examined on the work they have done. There are no set subjects, and the teachers' reports will have great weight. There are twelve scholarships of the value of £20 each in Class B, which are given for one year. In Class C there are three, also of £20, competed for from Class B. There is also one of the value of £60 for University education.

It seems likely that the six counties and the three county boroughs that form the district conveniently named "East Anglia" will combine for the purpose of making arrangements for the training of teachers. The Secretary of the Cambridge Education Committee

The Training of Teachers in East Anglia.

(Mr. Keen) has laid a full and detailed report on the subject before a Joint Committee of the Eastern Counties. Considering the number of small rural schools in the area, Mr. Keen shows that 5,561 teachers are required at present, and that the number is bound to increase. Two-thirds of this number should be fully trained. The associated counties will, therefore, require to provide for the additional training of thirty or forty men and about two hundred women teachers annually. The Board of Education give figures that put the cost of building a residential training college at from £150 to £200 per student's place, varying according to site and style. For a non-residential college the estimated cost is £50 or £60 per place. A hostel costs £100 per place. Mr. Keen's complete scheme involves an outlay of £35,000; but it is proposed, for the present, to spend about £15,000 on the provision of additional accommodation at the Norwich and Saffron Walden Training Colleges for Women. The immediate demand for men will be met by the Day Training College at Cambridge. The combining counties are Bedford, Cambridge, Norfolk, Isle of Ely, Suffolk East, and Suffolk West; the boroughs: Ipswich, Norwich, and Great Yarmouth.

ENDOWED SCHOOLS AND PUPIL-TEACHERS.

By P. SHAW JEFFREY.

THE question of the admission of pupil-teachers to secondary schools presents little or no difficulty in the case of the so-called County Secondary Schools, whose fees often do not exceed £3 per annum, and which, from the very nature of the case, must be without many of the traditions and much of the *esprit de corps* of the older endowed Grammar Schools of the country. In the case of the latter, there are certain complications to which I venture modestly to call attention, and for which I venture still more modestly to propose a remedy.

There are many districts in England where the only secondary school accessible to intending pupil-teachers is of the old grammar-school type as regards fees, though probably quite up to date as regards tuition. I take the case of a school whose fees are from £12. 12s. per annum upwards. Experience shows that in this class of school where county scholars are received the parents of such scholars, who might be naturally expected to enter their sons as probationer pupil-teachers, refuse, almost to a man, to do so. "We want," they say, "something better for our boys, or else what is the good of their going to a secondary school at all?"

There is something to be said for this. The parent has often to make considerable sacrifices to clothe his boys in a manner befitting their more exalted opportunities, and, naturally, considers that, if the boy is only to become a pupil-teacher at the end of it all, he might as well have stopped in the primary school, and so have spared his parents the extra expense. The profession does not appeal to the parent at the present scale of remuneration, and the boy becomes, in fullness of time, a boy clerk, and learns to spin out three hours' work over a six hours' day.

There is, however, another side of the question. Scholarships are like blackberries on the educational hedge at present, and it is made possible to many a boy of only average capabilities to attend a secondary school. Suppose, however, that any large irruption of pupil-teacher probationers should take place into an endowed school of the type under consideration. In the present state of social prejudice, for every twenty-five such candidates who enter, twenty-five other scholars—sons of professional men—will leave. Now, it is precisely to these twenty-five that the head master looks to maintain a higher standard of manners and behaviour than could be expected of the mass, and his loss would be immeasurably greater than his gain. I am well aware that this is an unpopular view to take, and that in theory we do not recognize (and very properly so) any caste distinctions at all; but, as long as man is man—and, more particularly, as long as woman is woman—this spectre must raise its unwelcome head; and we shall gain nothing by emulating the ostrich.

We have, then, two difficulties to face—the difficulty of persuading the ordinary grammar-school boy to enter as a pupil-teacher, and the further problem of how to conciliate persons of highly nervous social temperament.

I believe the first difficulty can be met, not by raising (as some suggest) the salaries of all pupil-teachers *en bloc*, but by paying all candidates from real secondary schools on a higher scale. As regards the social question, I suggest that in the endowed schools probationers should be received as boarders in some town other than their native place. The gain to the boys would be enormous, and need not be particularized in an educational journal, and the school would not suffer socially, as many a boy of *bourgeois* extraction can and does gain distinction now-a-days as a boarder in one or other of the great public schools, although the exigencies of the case debar him from attending as a day boy the local "Academy for the Sons of Gentlemen"—as the legend runs.

A double scale of payment is the rule in all Government employment—even the much maligned boy clerk aspires to the Second Division—and no good reason occurs to me for including under the same scale of payment the rather self-assertive product of the pupil-teacher centre and the more modest, more apt, and more responsible product of the endowed secondary school.

The monetary difficulty looms large for the moment, but is not, I suggest, insurmountable. I believe that most endowed secondary schools would receive probationers as boarders on special terms not exceeding 10 guineas per term boarding fee, and, if it were understood that part, or all, of the County Council grant for maintenance was to be repaid by pupil-teachers, on the American system, by a series of annual deductions from their salaries on the higher scale, extending over a fixed term of years, the boarder probationer from an endowed school would start work as a pupil-teacher on conditions at least no worse than those of his contemporary day-boy probationer from the centre, and he would eventually be better off than the latter. The ordinary grammar-school boy who has not required or accepted help from the County Council would, naturally, receive his salary as a teacher without any deduction, and would therefore be, as he ought to be, in the most favoured position.

We should have thus three classes of aspirants—(1) the grammar-school boy, whether day boy or boarder, receiving payment on the higher scale; (2) the County Council probationer coming as a boarder from a secondary school, and thus entitled to the higher scale, but with certain deductions towards the repayment of maintenance grant; (3) the County Council probationer coming as a day boy from the secondary school or centre, and eligible only for the lower scale of payment.

I believe this would differentiate the classes of pupil-teachers automatically, and might be quite successfully worked if safeguarded with proper guarantees of efficiency and conduct. The tendency would, naturally, be for all probationers to become, in course of time, boarders, and, as such, they would imbibe the traditions and excellences of the public-school system more readily than would be possible for them as day boys, while the danger of their becoming a class apart would be minimized. The claims of any teacher on the lower scale to payment on the higher scale due to exceptional efficiency would, naturally, receive consideration after a certain fixed minimum period of service, and payment on the higher scale after the same period of service would not be continued to the original recipients of this payment unless they were proved efficient.

As regards girl pupil-teachers the arguments already advanced in favour of making pupil-teacher probationers boarders apply with tenfold force. Girls' schools are as full of caste prejudice as the Indian Empire, and the high-school girl will never look upon primary teaching as a possible profession until it is made plain to her, by a higher scale of salary, that her services are likely to be appreciated at their proper value.

There is, however, another aspect of this question which must be considered if the profit and loss account of the additional expenditure that this would involve on the part of the State is to be accurately balanced. The present cost of maintaining the national staff of women teachers must be enormous, by comparison with that of providing their colleagues of the other sex, owing to the continual wastage through marriage. Once married, the capable woman teacher disappears from the

arena, and the more capable and intelligent the teacher the more likely she is to contract an early marriage.

Now I imagine that, if the high-school girl were induced to become a primary-school teacher, the State might reckon on retaining her services on an average three or four years longer than it retains at present the services of the ordinary woman teacher. The standard of living and luxury of the high-school girl is appreciably higher than that of the Board-school girl; she would be more difficult to please, and, being at the same time more ambitious, would be likely to delay her marriage to a later date than that now customary among primary-school women teachers.

It will naturally follow that, if the girl probationer from the Council schools becomes a boarder in a high school, she will imbibe the ideas and ambitions of her associates, and, though her education would be more expensive than at present, it is probable that her period of service previous to marriage would be perceptibly lengthened for the reasons suggested above. If necessary, this more lengthened period of service might be safeguarded by extending the period of repayment over a longer term of years than would be necessary in the case of a man teacher.

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JOTTINGS.

THE work of the teacher is not yet properly recognized by the public. It is a great strain, and, in addition to that, it is a personal strain. In teaching a large class the master has to be at his best all the time, and this is true of hardly any other profession except surgery. For this work it is now generally recognized that training is necessary. In fact, there is a more and more growing demand upon the teacher, and accordingly it is necessary for the welfare of the country that it should recognize his work, and raise the standard of the profession in every possible way, so as to attract the best men and women of the country to enter it. At present there is a great lack of candidates; and I am not surprised, because the remuneration is sometimes very moderate. I advocate liberality in this matter, not from personal reasons, but I regard the money spent in education as the best investment for the country.—Sir O. Lodge, at Walsall Grammar School.

IN a recent Rudiments paper Joab occurred among Old Testament characters of whom short lives were required. One candidate wrote: "This patriarch (whose name, by the way, is misspelt) was a patriarch in the Land of Uz."

JOWETT's translation of Aristotle's "Politics" is being issued by the Oxford University Press, uniform in style with Plato's "Socratic Dialogues," also translated by Jowett, Dean Wickham's "Horace for English Readers," and Mr. Tozer's translation of "The Divine Comedy." Mr. H. W. C. Davis contributes introduction, analysis, and index to the "Politics."

"IN London," according to Mrs. Barnett (*Contemporary Review*, February, page 233), "over 330,000 have to live, eat, sleep, be ill, and die—yes, and be born—in one room." No wonder that "the death-rate consequent on these conditions is very high."

THE moon on February 19 performed with admirable exactitude the programme announced for her in the *Daily Chronicle*, which was able the next day to report: "The eclipse of the moon last night was entirely successful, and passed off without a hitch."

As a parallel to Dr. Macnamara's arithmetical puzzles, A. E. Layng sends us the following question in practical geometry, set last Midsummer in the Second Class Certificate paper of the College of Preceptors:—"A brick measures 5 inches in length, 2 in breadth, and 2 in thickness. Show that it can be divided into six cubes." The two problems seem to us of about equal difficulty (or rather easiness), but the second, unlike the first, is a guessing one.

SPEAKING of the supply of pupil-teachers in Liverpool, Mr. Sadler says: "Those who clearly did not 'frame' for the work might be weeded out." If frame is wanted, would it not be well to try a much-advertised food before beginning horticultural operations?

THE *Schoolmasters Yearbook* gives the names of 15 head and assistant masters who have retired during the past year; of these 14 were in clerical Orders. Out of 37 appointments of assistants to headships only 8 were in Orders. Ten head masters have been promoted to other schools, 9 of whom are laymen.

THE Head Master of the Grammar School, Kingston-on-Thames, whose proposals for a reformed school dress have been widely noticed, has informed the governors that many parents have already fallen in with his plans, and that the movement is likely to become general. The costume consists of loose woollen garments in the school colours.

THE girls of Chester now go to school in the stand on the Chester racecourse. The building has been approved by the Board of Education as a temporary school, and a rent of £150 per annum is to be paid while the permanent buildings are being constructed.

BEFORE the 1902 Act the county of Surrey had a very low average attendance of children in the public elementary schools. If the attendance goes up by 1 per cent., the county gains an extra grant of £1,200 a year. By spending a few hundreds in reorganizing the system of attendance officers the Education Committee hope to reach the standard of 90 per cent., and so to secure £12,000 a year more out of the Treasury. This should prove a popular move with the ratepayer, and make the work of the attendance officer much easier.

SPURRED on to fresh hope by the announcement of Dr. Warre's resignation, the Humanitarian League is making a renewed attack upon the Eton College Beagles. The existence of the pack is certainly an anachronism.

MR. W. LORING, who recently resigned the post of Director of Education in the West Riding, has been appointed by the University of London Warden of the Goldsmiths' College, New Cross.

COLONEL NEWCOME laid a deep scheme with his friend Binnie for the examination of young Clive in the humanities, and on his return from Mrs. Newcome's party he asked eagerly: "What do you think of his Latin and Greek?" "Wall," cries the Scot, "I find that the lad knows as much about Greek and Latin as I knew myself when I was eighteen years of age." "My dear Binnie, is it possible? You, the best scholar in all India?" "And which amounted to exactly nothing. He has acquired in five years, and by the admirable system pursued at your public schools, just about as much knowledge of the ancient languages as he could get by three months' application at home."

THE world is getting visibly smaller, and distance is no bar to knowledge. Mr. Louis Rouillion, Professor in Columbia University, has been appointed Chief Inspector of Technical Education for Ireland.

MR. B. M. ALLEN, who has been Assistant Secretary to the late Technical Education Board, has been appointed to the position of Assistant Executive Officer in the Education Department of London at a salary of £600, rising to £800. The other new post has been given to Mr. E. M. Rich, who is to be Principal Assistant in the executive officers' branch at a salary of £400, rising to £600.

At the sixth annual meeting of the London Branch of the German Language Association Dr. Weiss announced that there were now 542 members, and that a successful year's work had been carried out.

IN an obituary notice of the late Rev. Theophilus Rowe, the *Yorkshire Post* says that he was at one time an assistant master at "Uppingham-under-Thring."

THE HON. MAUDE LAWRENCE has been appointed to the post of Chief Woman Inspector under the Board of Education. Miss Lawrence, who has had wide experience of educational work in connexion with the late London School Board, will direct a staff of women inspectors of special qualifications and varied experience, who will assist the Board in dealing with questions affecting the education of very young children, of girls and young women in schools, pupil-teacher centres, and training colleges. The Board naively confess that "they have hitherto been somewhat imperfectly equipped" for dealing with these questions.

THE London County Council has to pay £30 damages to a girl in a Council school whose hand was injured in a wringing machine during a laundry lesson. No charge of negligence was made out against the teacher in control of the class, but the Judge found that the Council were guilty of a breach of their duty in not having the machine sufficiently guarded.

AT the Conference of Free Churchmen, the Rev. T. M. Rees, of Flintshire, cited the case of a school being opened in opposition to a Church school. "When some of the girls went back to the Church school for their sewing, the rector struck them with an umbrella. The bodies of three of the girls bore marks of this ecclesiastical tyranny." Inquiries have, so far, failed to discover the name of this "monster."

A CIRCULAR has been sent to the head teachers of the Leeds public elementary schools reminding them that no assistant teacher may inflict corporal punishment of any kind. The boxing of ears, slapping, pushing, and stimulating nudges are expressly forbidden. By way of contrast, it is interesting to note that all the assistant teachers under the Aberdare Authority have sent in their resignations because corporal punishment is forbidden. As we get to know Japan better, we may be more inclined to adopt the mild methods of discipline in vogue in that country. Corporal punishment is dying slowly and surely. The next generation will wonder at our rough-and-ready methods of discipline.

THE Board of Education have, for the present at any rate, refused to be beguiled by the Manx Language Association into supporting its efforts to reintroduce the ancient tongue.

It is distressing to think that, while we have all been worrying for years over the education problem, Mr. W. S. Lilly had the solution in his pocket all along. Under the title "The Key of the Education Question," Mr. Lilley has just communicated it to the *Times*. It appears to be this: Parents are entitled to the full control of the religious education given to their children. "Lilia parturiunt"—we will not continue the quotation.

JUST two years ago a schoolmaster characterized one of his pupils as "a bad boy." A libel action followed, and the master was cast in damages. An appeal was allowed, and judgment has just been given by which the original judgment is reversed. In prehistoric Harrow days we remember a master catching a boy letting loose a fowl in school. "Little fool," he began, "confounded little fool," and, as the cock fluttered on to his desk and upset the inkpot, "d—d little fool!" It is fearful to contemplate the damages such language would now entail.

If sufficient local support is forthcoming, the Treasury has consented to make a grant towards the establishment of a national museum and a national library for Wales. Lord Balfour of Burleigh, the Earl of Jersey, and Lord Justice Cozens-Hardy have been appointed by the Lord President to deal with the matter.

THE KING has consented to open the new wing of the Armstrong College of Science at Newcastle-on-Tyne.

CAMBRIDGE LOCAL EXAMINATIONS.—The class lists show that the total number of candidates entered for the Cambridge Local Examinations held in December last was 15,655, exclusive of 1,755 candidates examined at Colonial centres. In the Senior Examination 670 boys and 1,062 girls passed, 77 boys and 20 girls being placed in the First Class. Sufficient merit was shown by 344 boys and 77 girls to entitle them to exemption from one or both parts of the Previous Examination. Of the Junior candidates 3,231 boys and 1,973 girls passed, the numbers placed in the First Class being 472 and 64 respectively. In

the Preliminary Examination 2,476 boys and 1,562 girls satisfied the examiners.

MEMBERS of the Teachers' Guild are reminded of the lecture to be given by the Rev. Canon Beeching on "The Spiritual Teaching of Shakespeare," at Bedford College, York Place, Baker Street, on Friday evening, March 17. The chair will be taken at 8.15 p.m. by Mr. S. H. Butcher, Litt.D., LL.D., Chairman of the Council of the Teachers' Guild. Members desirous of obtaining tickets should apply as soon as possible (by post-card) to Miss Burns (Hon. Secretary Section D), 36 Norland Square, W., who will supply them by post as far as space is available.

THE German Language Association celebrated last month its sixth anniversary at the Holborn Viaduct Hotel. The Association now numbers 542 members. The founder and president read a complimentary letter from Mr. A. J. Balfour.

THERE are two burning questions in the air at the present time concerning English schools. One is as to the curriculum—what subjects should be selected for teaching; the other is as to the method how they ought to be taught. These questions were dealt with by Sir Oliver Lodge, Principal of Birmingham University, in a course of four lectures which he delivered in February to secondary teachers and teachers in training. They will be published very shortly in book form by Messrs. Williams & Norgate under the title "School Teaching and School Reform."

THE London County Council propose to open classes in midwifery. Pedagogic name: "practical hygiene."

THE appointment of Prof. Walter Rippmann as Staff Inspector of Secondary Schools under the University of London is announced.

WE notice that the *Daily Mail* refers to the "leaving certificate" as the "learning certificate." *Prosit omen!*

DR. WORMELL succeeds the Rev. T. W. Sharpe as President of the College of Preceptors. Mr. Sharpe, we regret to say, has been compelled to resign on account of failing health.

WE understand that the candidates in the running for the Head Mastership of Eton are Mr. Rawlins, of Eton; Rev. L. Ford, of Repton; Rev. S. James, of Malvern; the Rev. B. Pollock, of Wellington College. Mr. A. Benson is not formally a candidate.

OBITUARY.

THE REV. T. B. ROWE.

THE Rev. Theophilus Barton Rowe, whose death we announced last month, was a distinguished, though not in all respects a successful, schoolmaster. A man of rare attainments and liberal views, and a temperate reformer who could hold the balance between the old and the new learning, he lacked the art of conciliation and of recommending his views to governors and parents.

Mr. Rowe was born in 1830, the son of the Rev. Samuel Rowe, a Wesleyan minister. He was educated at Woodhouse Grove, a Wesleyan school near Leeds. At Cambridge he took double Honours, graduating in 1856 as Third Classic and Thirty-first Wrangler. He obtained the Chancellor's Medal and was elected a Fellow of St. John's College. After a short apprenticeship at Bath College he was appointed, in 1861, by Mr. Thring to a mastership at Uppingham, whence he passed, in 1876, to the Head Mastership of Tonbridge School. The school, under his predecessor Dr. Welldon, had been purely classical. Mr. Rowe, following in the footsteps of Mr. Thring, not only encouraged the pursuits of drawing, music, and manual instruction, but introduced natural science as an integral part of the curriculum. A gymnasium and workshops were added to the school buildings, and it is in great part due to him that Tonbridge can boast the best science laboratory of any public school. Numbers, however, declined, and in 1890, when Mr. Rowe resigned, they had fallen from 240 to 175. We have already hinted at the chief reason of this ill-success, but we may add another. Mr. Rowe was an advanced Broad Churchman, and Tonbridge is, or was, a centre of Evangelicalism.

ERRATUM.—In our report of the meeting of the Incorporated Association of Head Masters there is an unfortunate misprint. It was *b* (2), not *b* (1), of Dr. Rouse's resolution that was rejected—that is, the demand for a Board of Education grant on preparatory classes.

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HEAD MASTERS AND ASSISTANTS.

IS CODLIN THE FRIEND, OR SHORT?

ASSISTANT MASTERS find themselves upon the horns of a dilemma. They have revolted against the ancient tradition of their servitude. Two parties—head masters on the one hand and Local Authorities on the other—seem to offer them support in the struggle. At present these two parties are in opposition to one another. To which, then, shall the assistant master turn if he cannot have the help of both? This article will attempt an answer to the question. But, first, a little recent history must be restated.

For some years past the Authorities established by the Technical Instruction Acts have shown signs of a desire to obtain more control over the administration of secondary schools. Since the passing of the 1902 Act this movement has gained ground, and it is now clear that the quiescent governing body and the autocratic head master are seriously threatened. Against this incursion into the sacred realms of secondary-school management the head masters thought they would find an ally in the Board of Education, the South Kensington branch of which has inherited the traditions, and certain members of the staff, of the Endowed Schools Branch of the Charity Commission. They thought that, if the profession showed a united front, and was supported by the Board, the Local Authorities would be brought to heel. So the Incorporated Association of Head Masters approached the Incorporated Association of Assistant Masters with the proposal that a joint expression of views on the subject of the tenure of assistant masters in endowed or other secondary schools of a public character should be issued in the names of the two Associations. The invitation was eagerly accepted by the Assistant Masters, every whit as anxious as their seniors to demonstrate the solidarity of the profession. A concordat was drawn up and issued, in which it was clearly laid down that the assistant is to be deemed the servant of the school—i.e., of the governing body—and is no longer to be considered the servant of the head master, dependent upon his will and pleasure. Such an admission speaks well for the genuine desire of the

head masters to meet the wishes of the assistants—for, to men nursed in the old traditions, the proposal might seem to smack of heresy. It was recognized that the changes involved an amendment of the Endowed Schools Acts; but it was thought that the Board would be favourable both to this and to the proposal to afford an appeal to the Board against alleged unjust dismissal.

To the amazement of every one concerned, the Board, after a delay of many months, returned, in July of last year, a reply intimating that the desiderated reforms were impracticable. And, in spite of a subsequent deputation, grudgingly admitted, it seems clear that South Kensington is entirely disinclined to move in the direction of the *concordat*—though no formal reply to the deputation has yet been issued. The Board, it appears, desires to maintain the view of the Endowed Schools Commissioners, although this view is approved by neither schoolmasters nor by Education Committees, and although circumstances have entirely altered since the Commission sat, and several new factors have appeared.

Had the *concordat* been at once accepted, it is probable that the assistant masters, though inclined to be restive under the belief that too much power had still been left to the head master, would have abided loyally by its conditions. But it has been for some time evident to observers that a revolt has been gathering strength among assistant masters. There are two prevailing currents of opinion. There are those who say that at any seeming sacrifice of immediate gain the profession must show a united front; the real cleavage, argues this section, is between the professional and the administrative sides—blood is thicker than water, and assistants must range themselves with their titular chiefs. The other party, inclined to trust to the tender mercies of Local Authorities, is, it appears, gaining weight. The reasons for this are not far to seek. While the head masters are timidly making up their minds to a tardy instalment of long-awaited reforms, some of the Education Committees have made proposals which will go far to render the *status* of the assistant master a dignified and honoured one.

Probably every assistant master in England has read Dr. Snape's scheme for the improvement of secondary education; and other authorities, so far as they have expressed their views, seem no less sympathetic towards the natural desire of the assistant master to claim a worthy *status* for himself. At the recent meeting of the Association of Directors and Secretaries for Education, the President (Mr. Wilkinson, of Bolton) devoted part of his address to this question. Here are one or two short extracts:—

Surely the assistants in our secondary schools have their rights as to tenure as well as head masters! Is there no court of appeal? Is the head master's stable-boy to be in a better legal position than the responsible assistant in the secondary school? . . . Is he to be for ever without any remedy for a grievance which cannot be defended on any moral or sane grounds? . . . Why should the Local Authorities be asked to consent to a system which is little removed from the serfdom of the middle ages? . . . The assistants in endowed secondary schools have been too long in bondage, and now the opportunity is coming when our Committees can help them to their emancipation. I sincerely hope that the Authorities of this country will protest in the very strongest manner against this modern recrudescence of despotism.

There is a good deal more in the same style. Discounting Mr. Wilkinson's platform oratory, and admitting the natural desire of an Education Secretary to have his finger thrust well into the pie that the Local Authority has helped to fill, we yet find a sufficient indication of the attitude of Local Authorities towards secondary schools. And this indication of the direction of the prevailing wind does not lack ample support from other quarters. It cannot be denied that the government of endowed schools is a survival out of harmony with democratic times. Before long the need for financial aid will considerably modify the position of governing bodies.

But it is not only in the matter of tenure that the Local Authorities seem to be the best friends of the assistant master. The Head Masters, more timid than the Head Mistresses, have hesitated to publish and press forward a salary scheme, as they ought to have done. The Local Authorities, on the other hand, after preparing scales of salaries for teachers in public elementary schools, cannot do otherwise than mete out the same treatment to the staff of such secondary schools as are under their control. If it be true that the governing bodies have come to an end of their supplies, and cannot, if they would, find

money for increased salaries and pensions, an additional reason is offered for reliance on Local Authorities, who hold the strings of a purse of unknown depth.

The Association of Assistant Masters has great vitality in the North of England, and it is just in these districts that the Education Committees seem most disposed to combat the head master's claim to autocracy, and most inclined to find liberal funds for the payment of the staff, so long as their legitimate demands for control are not opposed. Under these circumstances, it is no wonder if assistant masters doubt whether blood is thicker than water. The Northern Section, accustomed to deal with Local Authorities alike generous and determined to make of secondary education a structure of which the country may well be proud, are justified in asking if it be really for the good of the Association to remain under the wavering banner of their traditional leaders. The apparent failure of the negotiations with the Board seems to have given a clean slate.

Yet, need it come to this? Those who welcomed so cordially, and worked so hard to keep green, the olive branch held out by the head masters will surely rise in protest. Granted that, in an ideal State, all alike—Board of Education, governing bodies, Local Authorities, head masters, and assistants—will work together for the benefit of education; yet, in our imperfect conditions, it seems that there must be parties. These parties may co-operate in a perfectly friendly manner, but on certain points the teacher will not always see eye to eye with the administrator. Those who work in the class-rooms understand certain aspects of the problem, and possess a knowledge, that must always be a mystery to the Education Committee or its secretary. Questions are not infrequently arising on which schoolmasters hold a different opinion from that taken by the guardians of the public purse. The Association of Assistant Masters has been eager in promoting the proposed Federation of Secondary Teachers. It will not desire to cause dissension in the camp, and therefore it will be coy in its coquetting with the Local Authorities.

But the assistant master who objects to this policy may inquire if, for the sake of a traditional sentiment and in the hope of a problematic benefit, he is to yield in his struggle for independence and to be content with the scanty crust that the head master throws him. It does not seem that matters have yet come to such a pass. The present position of the assistant master is exceedingly strong. For the moment, he seems to have the game in his own hands; he holds the winning cards. Want of funds is forcing, in the case of most schools, the governing body to appeal to the Local Authority. The provision of these funds inevitably means more public control. The assistant master will become more of a public servant. The amount of his salary will be printed in reports, and will be made the subject of discussion at committee meetings, and perhaps in the local press. To a certain extent this publicity will be a protection. It may be open to question if the assistant will quite like the changed conditions in all their aspects, but they seem to be inevitable. It behoves, therefore, the head master to recognize that he is losing his traditional autocracy, and that, if the professional element is to make itself felt, he must unite with the assistant master on a platform of common interest. It is clear that, unless the conditions of tenure are very greatly improved—that unless larger salaries are paid, and unless automatic increases and pension funds are provided—there will be a serious falling-off in the supply of assistant masters. Already, in the opinion of many observers, the supply is showing signs of deterioration in quality, if not in quantity.

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At present, however, I wish to go a step further. Do any of us really observe quantity in reading Greek or Latin verse? Classic quantity, we all know, depended on time not on degrees of stress. All authorities agree as to this. A dactyl, for example, is defined by the best grammarians not as a foot of three syllables, but as a foot of four "times" (*συνεῖα, morae*). Its first syllable occupied two of these time-spaces, its second and third one each; and the whole foot therefore "divided evenly." Do any of us so read it?

The matter can be brought to a simple test. Let us beat time to our reading, as a child does to its music. A Greek dactyl answers precisely to a bar of common time in modern music; say, to a minim followed by two crotchets. Its first syllable must be prolonged over the time of two beats, just as when the child gives two beats to its minim. Counting the beats with outstretched forefinger—1, 2, 3, 4 to each dactyl or spondee—it will be easy for us to determine whether we really dwell on each long syllable for the entire time of two beats. Unless we do so, we are not reading by quantity.

My impression is that the reading of few will withstand this test. Most of us will discover that we have mistaken accentuation for quantity, and seldom or never have protracted the duration of a long syllable to double that of a short one. Habitually we read:

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That time, if I mistake not, is triple time with a strong stress on the first beat. When a child beats time to triple rhythm, it counts "one, two, three—one, two, three—one, two, three"—with a strong stress on the word *one*; but that stress does not alter triple time to common. Three crotchets with an accent on the first is by no means the same thing as a minim followed by two crotchets. Nor is our habitual rendering of hexameter rhythm the same as that expounded by ancient grammarians.

The value of this test is greater than some will suppose. In all verse time is a factor of incalculable importance. On it

mainly depends the character of a metre. It is true that, in English verse, syllables do not represent time; from this point of view it is correct to say that our syllables have no quantity. But we must not conclude from this that our verse bears no relation to time. Verse without time is about as conceivable as music or dancing without time. Ignored by most of our grammarians, time remains in our as in all verse the essential and fundamental element. And much becomes clear when we realize that the solemn and stately rhythm of Greek hexameter—a rhythm which possibly some of my readers may first realize in making experiment as above—was something widely different from the "jiggety jig" which we have associated with it. It is evident, for instance, that so-called "English hexameter" verse cannot possibly represent the music of its prototype. Apart from other differences, ably described by Calverley and others in well known papers, there remains a difference of temporal movement sufficient to produce total dissimilarity of general effect. Similar arguments may throw doubt on the correctness of describing our ordinary blank verse as iambic. In fact, once we learn to distinguish clearly between accentuation by stress and prolongation of time, much prosodical analysis and prosodical terminology will be probably pronounced suspicious or misleading.

An ingenious friend, indeed, argues that all such tests are needless. Good poetry, he says, can be enjoyed even when we do not understand its measure. "I read French verse," he declares, "with my British accent, and can tell what lines are good and what bad. I read Greek and Latin verse by accent instead of quantity, and their best lines produce due effect." Few of us, I imagine, will be ready to accept this way out of difficulties. Our reading of Homer may be a travesty, after all endeavours; it may be that to an ancient Greek it would sound as to us does the average Frenchman's reading of English verse. I am profoundly sceptical as to the possibility of reproducing by book-lore the spoken effect of a dead language. But at least it cannot be right to ignore the great principle which underlay all Greek speech, its prose as its verse, and formed the basis of its metre—the principle that in actual duration of utterance a long syllable took twice the time of a short.

Incidentally, the above test throws light on the question whether modern Greek speech sacrifices quantity to accent. Athenian authorities, I understand, do not admit that they say *ἄθρονος* [*sic*]; while accentuating the first syllable, they claim to sound an *omega* and not an *omicron* in the second syllable. But I think they would not pretend that they prolong the duration of that *omega* through two full "times." So far, therefore, it would appear that to this extent at least they do allow accentuation to overpower quantity.

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THE Conference organized by the Royal Sanitary Institute must be viewed as a preliminary canter in preparation for an International Congress to be held in London two years hence. The principal speakers, as well as the Council of the Institute, seemed to be feeling their way cautiously over unknown, and possibly dangerous, ground. The resolutions proposed were, for the most part, either withdrawn or amended into vague and pious aspirations. The word "hygiene" has such a wide connotation that a good deal of limitation and definition is necessary before a conference quite knows what are the problems with which it has to deal. Sir A. Rücker, who presided, was generally sympathetic, and said that at the new Goldsmiths' College hygiene would form an essential part of the educational course. This means the hygiene syllabus of the Board of Education, which was referred to by other speakers as quite inadequate.

On the second day Lady Londonderry wanted instruction in home management; Mr. A. H. D. Acland wished to sweep away four-fifths of the existing school examinations, and to forbid the announcement of school successes in the remainder. Dr. Clement Dukes asked that nine or nine and a half hours' sleep should be secured for children; but he had to be content with a general assurance that ample hours of sleep were essential. Resolutions were then carried in favour of hygienic specialists as school inspectors, and especially of women inspectors for dealing with infants and girls. To lessen the dangers of infectious diseases it was resolved that the lowest age of admission to school should be six years.

head masters to meet the wishes of the assistants—for, to men nursed in the old traditions, the proposal might seem to smack of heresy. It was recognized that the changes involved an amendment of the Endowed Schools Acts; but it was thought that the Board would be favourable both to this and to the proposal to afford an appeal to the Board against alleged unjust dismissal.

To the amazement of every one concerned, the Board, after a delay of many months, returned, in July of last year, a reply intimating that the desiderated reforms were impracticable. And, in spite of a subsequent deputation, grudgingly admitted, it seems clear that South Kensington is entirely disinclined to move in the direction of the *concordat*—though no formal reply to the deputation has yet been issued. The Board, it appears, desires to maintain the view of the Endowed Schools Commissioners, although this view is approved by neither schoolmasters nor by Education Committees, and although circumstances have entirely altered since the Commission sat, and several new factors have appeared.

Had the *concordat* been at once accepted, it is probable that the assistant masters, though inclined to be restive under the belief that too much power had still been left to the head master, would have abided loyally by its conditions. But it has been for some time evident to observers that a revolt has been gathering strength among assistant masters. There are two prevailing currents of opinion. There are those who say that at any seeming sacrifice of immediate gain the profession must show a united front; the real cleavage, argues this section, is between the professional and the administrative sides—blood is thicker than water, and assistants must range themselves with their titular chiefs. The other party, inclined to trust to the tender mercies of Local Authorities, is, it appears, gaining weight. The reasons for this are not far to seek. While the head masters are timidly making up their minds to a tardy instalment of long-awaited reforms, some of the Education Committees have made proposals which will go far to render the *status* of the assistant master a dignified and honoured one.

Probably every assistant master in England has read Dr. Snape's scheme for the improvement of secondary education; and other authorities, so far as they have expressed their views, seem no less sympathetic towards the natural desire of the assistant master to claim a worthy *status* for himself. At the recent meeting of the Association of Directors and Secretaries for Education, the President (Mr. Wilkinson, of Bolton) devoted part of his address to this question. Here are one or two short extracts:—

Surely the assistants in our secondary schools have their rights as to tenure as well as head masters! Is there no court of appeal? Is the head master's stable-boy to be in a better legal position than the responsible assistant in the secondary school? . . . Is he to be for ever without any remedy for a grievance which cannot be defended on any moral or sane grounds? . . . Why should the Local Authorities be asked to consent to a system which is little removed from the serfdom of the middle ages? . . . The assistants in endowed secondary schools have been too long in bondage, and now the opportunity is coming when our Committees can help them to their emancipation. I sincerely hope that the Authorities of this country will protest in the very strongest manner against this modern recrudescence of despotism.

There is a good deal more in the same style. Discounting Mr. Wilkinson's platform oratory, and admitting the natural desire of an Education Secretary to have his finger thrust well into the pie that the Local Authority has helped to fill, we yet find a sufficient indication of the attitude of Local Authorities towards secondary schools. And this indication of the direction of the prevailing wind does not lack ample support from other quarters. It cannot be denied that the government of endowed schools is a survival out of harmony with democratic times. Before long the need for financial aid will considerably modify the position of governing bodies.

But it is not only in the matter of tenure that the Local Authorities seem to be the best friends of the assistant master. The Head Masters, more timid than the Head Mistresses, have hesitated to publish and press forward a salary scheme, as they ought to have done. The Local Authorities, on the other hand, after preparing scales of salaries for teachers in public elementary schools, cannot do otherwise than mete out the same treatment to the staff of such secondary schools as are under their control. If it be true that the governing bodies have come to an end of their supplies, and cannot, if they would, find

money for increased salaries and pensions, an additional reason is offered for reliance on Local Authorities, who hold the strings of a purse of unknown depth.

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Sir W. Anson, who took the chair on the Thursday, recalled some of the speeches of Sir J. Gorst in saying that Lord Londonderry was inclined to attach much value to the hygienic branch of the Board's work. But Sir William did not forgo his usual caution in dealing with an audience of well meaning enthusiasts. He spoke particularly of the teaching of hygiene to young children, and pointed out that such teaching must be of the most simple character. "In the past," he said, "sometimes their instruction had been misleading, owing to the effect of strange ideas, couched in still stranger language, upon the youthful mind."

Sir Aston Webb would have the sun shine on all the rooms, and free circulation of air round the building. These are excellent proposals, but even the Board of Education in their much attacked building regulations do not ask for the impossible.

After deciding on Thursday that some of His Majesty's Inspectors should be hygienic experts, on Friday the Conference discussed a proposal that all schools should be placed under the control of the sanitary authority. In the end, both resolutions and amendments were discarded, and the question was referred back for the consideration of the Sanitary Institute. On the next day, of the two resolutions moved, one, dealing with the instruction in hygiene of teachers in elementary schools, was passed after being amended. The second, dealing with registration on "Column B," was thrown out as not being understood. Who does understand this puzzle?

We have said enough to intimate the many-sidedness of the subject. It is not a matter of wonder that the net results of the Conference should seem to be small. We will not, on that account, say that they are valueless. The actual vagueness that exists shows how necessary discussion is in order to clear the air. There are limitations in practice to the aspirations of the idealist. In addition to the many burdens already put upon them, teachers cannot become experts in physiology and hygiene. What would become of our poor innocent infants if such a result were reached? Some admixture of the quality known as common sense is absolutely essential. It is well that Prof. Findlay was present to represent the teachers' point of view.

Teachers should be able to read fatigue signs, and should learn from physiologists what amount of intellectual pressure is permissible; they should have their attention directed, if this is necessary, to questions of fresh air and ventilation. We look to governing bodies, enlightened or admonished by the Board of Education, to see to it that the buildings are suitable, and that the hours of study are not too long and do not include too much desk work. We will not admit the possibility of teaching to young children the "laws of hygiene" from a text-book. It is true that greater care has become necessary, owing to the comparatively unhealthy conditions of life in crowded centres of population. It is true that teachers are generally in advance of their times in hygiene, as in other matters; but in these things it is example, slowly working towards habit, that tells. Instruction from books is of little account. We all know, even doctors, that it is bad to remain for hours in vitiated air, and that a bedroom window should be open. We know the fact and usually rest content with the knowledge. Teachers also know that attendance at conferences is most fatiguing owing to the absence of ventilation in conference halls.

CORRESPONDENCE.

HOW OUR TEACHERS ARE TAUGHT.

To the Editor of The Journal of Education.

DEAR SIR,—At the beginning of this month I was asked to act as one of four examiners at an oral examination, the result of which was to partly decide the award of studentships offered by the Education Committee of a county within a hundred miles of London. The candidates were divided into two classes—those under fourteen years of age who are still attending school, and those over fourteen who are receiving instruction at centres and central classes for pupil-teachers, but who have not yet passed any public examination qualifying them for admission to pupil-teachership. My duty was to hear the candidates read aloud, and also to test their general intelligence and information by putting to them simple questions dealing with such subjects as current events, local history, natural objects and phenomena—possibly even with the examination room itself. I had also to look through and mark the English composition exercises of the older candidates. May I be permitted to give you, in a perfectly candid and unbiassed fashion, the opinion I formed of those candidates I examined, and of the

result of their training, so far as my conversation with them enabled me to judge of it? With regard to the composition of the older candidates, I was unpleasantly impressed by the very poor style in which they expressed themselves; a style so faulty, in fact, that I could only draw the conclusion that the writers must have the very slightest acquaintance with standard authors, and, moreover, that instruction in the really simple art of punctuation had been practically neglected so far as they were concerned. One candidate put a comma every time between the subject of a sentence and the verb, and another used "s" deliberately as the sign of the plural. But, though the remaining candidates did not commit these glaring faults, yet the general impression left on my mind, after looking over the papers, was that the composition of these senior candidates is poor in the extreme, and I feel quite sure that it would be difficult for one of them to express himself, or herself, correctly in an ordinary letter. The formation of a correct habit of expressing one's self seems to me of vital importance to those who intend to devote themselves to teaching others, and I am quite certain that children of any rank in life can be taught to form such habits if those in charge of them exercise sufficient care in such matters. With regard to the purely oral part of the examination, I did not have anything to do with the older candidates, but I only passed under review a selection of the younger ones. Most of those I talked to were the children of small farmers, and said they were in attendance at an elementary school. The passage selected for reading aloud usually furnished a starting point for this part of the examination, and our talk touched on a great variety of subjects, from points of interest in the neighbourhood of the candidates' homes to the war going on at present between Russia and Japan. In spite of some conspicuous examples of powers of observation and reasoning, my feeling at the end of the day was that I had just been passing in review a number of children whose minds were alert enough, but who seemed to possess little or no material on which to exercise their powers, and whose mental horizon was a terribly circumscribed one. They impressed me as the products of a machine-like routine; outside that routine they seemed to know practically nothing. Even when I reckoned on the routine, the result was not always satisfactory—as, for instance, when I talked to one fairly intelligent girl about a picture hanging in the room, and I learnt that she had never heard of Switzerland as a land of snow-covered mountains. Yet she learns geography! Another girl read aloud a description of Vesuvius in a state of eruption, as my fellow-examiner (Mr. M—) and I had previously ascertained that she had heard of Vesuvius. After the reading was over, however, though she could define Vesuvius as "a burning mountain," she was unable to answer Mr. M—'s question: "Well, what does it burn—coal, gas, or what?" Several candidates had never seen a map of their native county, and others seemed to have no idea in which direction London lay. One little girl—but she was an extreme case—had been more than once to a seaside town close to her home, where there are a celebrated castle and a still more celebrated cliff, but she seemed to be ignorant of their existence even.

I feel confident that a similar want of general information, outside ordinary school subjects, would not characterize children of the same class educated in the public schools of Germany, Switzerland, or Norway. With regard to accent in reading—a point to which the Education Committee for whom we were examining called special attention—a provincial twang was very conspicuous; but I think that a better class of teacher might effect a great deal towards helping children gradually to rid themselves of this. So long as they hear in school the same accent and the same mispronunciation of words as they must, generally speaking, hear at home, for so long, of course, will pupil-teachers perpetuate a slovenly and illiterate way of speaking and reading. I dare say the pronunciation of certain vowels might never be quite pure in every instance: that, perhaps, is a result to be expected, more or less, from the nature of the case. But the letter *h* initially ought certainly to be a fixed quantity, and it most certainly was not on the occasion which I am now describing. I am afraid that I have dwelt somewhat on the dark side of the picture, but I must not end without saying that, in spite of the many deficiencies to which I have called attention in this communication, I nevertheless retain a very fair impression of the general capacity and intelligence of the majority of the junior candidates whom I

examined. They did not strike me as being at all deficient in mental power, but as being in woeful want of correct information about common things. It is a fact that one candidate had not the slightest idea of the reason for stamping letters. I am sure that more scope must be given in the future to teachers in elementary schools, so that they may be able to devote themselves specially to helping those under their care to become generally well informed. I say "must" advisedly; for, should nothing be done in this respect, and if the candidates I interviewed are to be taken as typical examples of all that we in England can do in our elementary schools, then I consider the prospect for future generations, and for our country as a whole, to be a very gloomy one.—Yours faithfully,

M. T. HINDE,
English Mistress at the
Simon Langton School for Girls, Canterbury.

"THERE WAS NO ONE HURT."

To the Editor of *The Journal of Education*.

SIR,—Can some English scholar explain the use of "there" as employed in the above example? English grammars generally explain "there" as really an adverb of place, and the sentence as equal to "No one was hurt in that place." This explanation seems to suit neither the sense nor the construction—to have been evolved rather than ascertained by inquiry into earlier forms.

The following seem to me good enough reasons for supposing "there" to stand for "it"; but it would be interesting to have them set right or approved by others. In Old English we find impersonal verbs without a pronoun subject: "Me gemæth," "I dreamed." We also find: "Thær was gebroht win," "Wine was brought." But even then "thær" was often used for "hit" ("it"), as in "thæron," "on it." In Middle English "it" was introduced, as in "It is na tung ma tell," "There is no tongue may tell."

I suggest therefore that from the first "there" was equivalent to "it," and never had any locative force. Consequently "there" should be considered as a "preparatory it." This contention is borne out by comparison—

(a) With the use of "y" in French.—"Y" was first used in "il y a" in the sixteenth century. On the other hand, "il" was not originally used in "il y a." Even now "tant y a que" requires no "il." In French therefore "il" and "y" have much in common.

(b) With Italian.—"Non c'è (or v'è) pericolo," "There is no danger," where "ci" and "vi" = "there."

(c) With Dano-Norwegian use of "det" ("it") and "der" ("there"), which are used almost indiscriminately as subjects to impersonal verbs and expressions.—We have: "Det er varmt," "It is hot"; "Der staa skrevet," "It is written"; "Det fortalles," "It was rumoured"; "Der fortaller," "It is rumoured."

The point is a small one; but it is not without interest for those who have to teach analysis.—Yours, &c.,

G. H. CLARKE.

Hull, February 15, 1905.

PROPOSED REFORM OF THE CAMBRIDGE LITTLE-GO.

To the Editor of *The Journal of Education*.

DEAR SIR,—The proposals of the Studies and Examinations Syndicate in regard to certain changes in the Previous Examination are to be submitted to the Senate on March 3 and 4. Members of the Senate may record their votes on either of these days between 1 and 3 or between 5 and 7 p.m. The controversy has chiefly turned on the proposal to abolish compulsory Greek, and it is mainly on this question that the issue will be decided.

The Secretaries of the Committee in support of the recommendations of the Syndicate will be glad to hear from non-resident members of the Senate who have not already intimated their intention of supporting the proposed reform. It is believed that amongst resident members of the Senate a majority will vote in favour of the new scheme, but the decision is largely in the hands of non-resident voters. As it is proposed to issue a final list of supporters shortly before March 3, it will be a convenience if additional names are sent to A. C. Seward, Emmanuel College, Cambridge, as soon as possible.—Yours faithfully,

HENRY JACKSON, Trinity College,
Chairman of the Committee in support of the recommendations
of the Studies and Examinations Syndicate.

JOHN PEILE, Master of Christ's College.
V. H. STANTON, Ely Professor of Divinity.

R. VERE LAURENCE, Trinity College

H. RACKHAM, Christ's College

A. C. SEWARD, Emmanuel College

Honorary Secretaries.

Cambridge, February 23, 1905.

COLONIAL AND FOREIGN NOTES.

FRANCE.

Sainte-Beuve attained to the honours of a centenary on December 23, last year. Upon such an occasion it is customary to look afresh at a man and to contemplate his work from every possible point of view.

Not unnaturally the pedagogues would fain count the great critic among themselves. He, for his part, repudiated all claim to speak with authority about their work. "Il y a longtemps que l'on discute sur l'éducation, et l'on en dispute encore," he wrote once somewhat wearily; he would hold aloof from the subject partly because he disliked polemic, and partly by reason of the exalted idea he had formed of the talents and virtues necessary for the instruction of youth. Yet it was impossible for one who discoursed of Rabelais, Fénelon, Rousseau, and Madame de Rémusat to withhold himself from all consideration of educational problems, and the works of Sainte-Beuve form a store-house from which may be drawn not a complete system of education, but an abundance of wise and suggestive remarks about it. Read the "Causerie" on Charron: "Le tout est de distinguer entre la bonne instruction et la fausse. La véritable est celle qui ne s'applique point extérieurement et machinalement à l'esprit, qui ne lui impose pas des formes une fois trouvées, et par lesquelles on se croit dispensé du ressort intérieur et de l'invention naturelle." The writer of such words as those had penetrated to the inmost heart of education with an insight given by genius alone. These again flowed from the pen of one who had a true sympathy with childhood: "Commençons l'enfance par quelques heures d'abandon et de simple causerie enfantine; commençons la semaine par un dimanche." Whilst religious warfare is still raging about the school, it may be interesting to know how he conceived the State should stand towards such conflicts: "Je dirai plutôt que la disposition vraie d'un Gouvernement dans ces sortes de questions devrait être une équitable et suprême indifférence, une impartialité supérieure et inclinant plutôt à la bienveillance envers tous, de manière toutefois à maintenir et à réserver les libertés et les droits de chacun." In short, if Sainte-Beuve may not be reckoned to the pedagogues, he divined much of the best that they have to say, and illumined their sphere when by chance he approached it.

The welfare and success of a school depend, in general, on a close attention to details. Important among small, but weighty, matters is the length conceded to the mid-day break. It is one of the things in which local conditions are determinative; but the substance of a French official circular recently issued may be of service. Complaints have been made, says the Minister of Instruction, that in some schools an interval of only one hour has been allowed at mid-day, and that this is insufficient alike for day boys and for boarders. Many Committees on School Hygiene, and, quite lately, the Permanent Commission on Tuberculosis, have urged that, if work goes on until twelve o'clock in the morning, it should not be resumed until two in the afternoon. Accordingly he desires that *provisseurs* and principals will arrange their time-tables so as to leave a break of two hours in the middle of the day. To us the duration of afternoon school seems to be a factor in the case. Teaching an overfilled boy for a long summer afternoon is a task that many are glad to have behind them as soon as possible.

M. Gaston Varenne, of the Lycée Condorcet, contributes to the *Revue universitaire* an article on "The Place of Grammar in the teaching of Modern Languages." For some years, he reminds us, fierce conflicts raged about the subject, grammar being for some a Bastille to be demolished; whilst others made it a refuge and fortress to be defended at all costs. The question that divided the two parties was: Ought the teaching of languages to be *inductive* or *deductive*? This is an idle dispute about words. It is precisely in the teaching of grammar that the two methods should be reconciled and should supplement each other. We should lead up to grammar inductively and apply its results deductively. The study of grammar ought not to be neglected in the teaching of languages, but it ought never to be the point of departure. Grammar must confine itself to stating to the pupil facts that he knows already; he ought, as it were, to *possess his grammar before learning it*. Correctness he should acquire from the outset by usage and practice. Example, under all circumstances, should come before precept.

So far M. Varenne on the general position. For his application of principles to method we must send our readers to the article itself—it is in the number of the *Revue* for January 15. Since we cannot condense it with justice here, we leave the subject for another. Some amusement has been caused by the will of Mlle. Lassence, who, desirous of emulating American beneficence to learning, has left property to establish on her estate at Mare-aux-Moines (Seine et Marne) a "Université des Hautes-Études." The Ministry, whilst accepting the legacy, directs that the sum bequeathed shall be left to accumulate in the three per cents. for

ninety-nine years; whence one is disposed to infer that the wealth of the testatrix was not in proportion to the grandeur of her intentions. Speculation is naturally rife as to what a University will be like in A.D. 2004. Quite unselfishly we suggest that the institution should be organized to provide chiefly for Englishmen engaged in the study of French.

Reading the educational journals, you might suppose that modern languages nowadays were to be acquired solely for commercial purposes. It is partly in protest against this view that a new step has been taken. At a meeting presided over by M. Paul Boyer, Professor at the School of Oriental Languages, there were voted the statutes of a Society for the Study of Modern Languages and Literature not from the practical, but from the scientific, point of view. Its object is to bring together all who are working upon the history, philosophy, literature, or art of the civilized countries of Western Europe (France excepted). England, Germany, and Scandinavia will be its special domain.

ITALY.

The secondary teacher in Italy fares little better than in England; as to salary, since his maximum is £120 a year, he is rather worse off. But Italian teachers have something of solidarity, and can exercise influence by threatening to cast themselves into the arms of the revolutionary party. Hence they have been able to stir the Government to action in regard to secondary education, and Sign. Orlando, the Minister of Public Instruction, has introduced a Bill to deal with the question. Some of the teachers are to benefit under it. In Italy there are many private schools conducted under the authority of the State. These schools are to be empowered to raise their fees; in return for which they are to pay their teachers the same commencing salaries as those in State schools receive; and four times in a teacher's career they must give him an increase of salary equal to at least a tenth of his minimum. State teachers get nothing, on the ground that at their Congress they declared "any exclusive amelioration of our condition would be inopportune so long as the door is not shut against intrigue." We get a hint of what kind of intrigue is meant from another clause. No person is henceforth to be admitted as a teacher unless he gains a place on a list drawn up by a Commission; and appointments are to be made in regular order from that list. On this Commission teachers are to be represented by four elected members, five others being nominated by the Minister. As to promotions, two-thirds must be by seniority; and no teacher may be promoted on two consecutive occasions by selection. Especially desirable posts will be filled no longer by the Minister's nomination, but according to the results of an examination held every other year. With regard to fixity of tenure, the provision is somewhat elastic. Teachers are only to be retired or removed at their own request; or if the exigencies of the public service demand it. In the latter case, the opinion of the Higher Council of Public Instruction is to be taken. For head masters are to be substituted teachers elected by their colleagues for three years and relieved of some of their ordinary duties. The system of inspection is to be developed, and special cases for inquiry are to be investigated by special means.

UNITED STATES.

"Teaching the Indian child to speak English forms the basis of all efforts to educate him," says Miss Estelle Reel, the well known and self-sacrificing Superintendent of Indian Schools. Inexperienced readers may wonder how teacher and child communicate; experienced will know that it is by means of things. Thus, a table will be covered with familiar objects. Fences are represented by sticks, trees by twigs, buildings by little blocks of wood; whilst roads, creeks, and ditches are traced in sand, and toy animals rest on mimic fields. Then the teacher, holding up, for example, a toy horse, pronounces the word "horse" and encourages the children to repeat it after her. Next she makes the toy horse jump, and gives the class the sentence: "The horse jumps." These words are spoken in a loud, distinct voice, recited again and again by the class in concert, and then by each child alone. Lastly, the word "horse" is traced in sand, and there resolved into its elements or letters. Charts, too, may be used containing lists of articles employed in laundry, kitchen, or dining-room; but a plate or drawing proves less effective than a model. Another system is for the teacher to acquire a little of the Indian's speech. The sky above him is *mah-pi-ya*. Having learned this, she bids him call *mah-pi-ya* "the sky." It is all very interesting; for it is practically the difference between the New Method of teaching modern languages and the old method by translation. We find it stated of a teacher who uses what we may call the rational system that her pupils can speak more and better English in three months than many in other schools learn in twelve.

"No," said a teacher, decisively, "it does not pay to be a school

Does it pay?

teacher. Any man who has brains enough to earn twelve hundred dollars a year by teaching could make twelve thousand by doing something else."—So does a writer in *Leclie's Magazine* introduce an article on a very old subject. He points to a phenomenon with which we are familiar in England—the man who teaches "until something turns up." At Princeton last year out of a class of two hundred and eighty-three graduating only twelve expressed an intention of taking up teaching as a profession; but it is most probable that a large number of them will teach for a few years. So, as to those who took their degrees from another Eastern University fifteen years ago, of those who taught in the first year after graduation, only 35 per cent. are teaching now. Both in America and in England men fall out of the ranks because it is unremunerative to remain in them, although at first money may more easily be got by teaching than from the exercise of any other profession. We have before pointed out that *training*, whatever other benefits it may confer, *serves as a test of earnestness*, and excludes from the school the waiters on Providence. As to the question "Does teaching pay?" readers will anticipate our answer: "Not perhaps in money, but in the things that money cannot buy." Yet the teacher is entitled to demand such a salary as will enable him to discharge his social obligations and to pursue his work immune from sordid anxieties. Those States prosper best in which he gets this immunity.

We spoke lately of fraternities or societies in secondary schools for boys. It appears that girls in like manner have their "sororities"—the word being as unknown to Dr. Johnson as the thing would have been odious. A few months ago a Committee of School Principals reported on the influence of both kinds of association, after having conducted an inquiry by the usual means of the *questionnaire*. Parenthetically, we observe that these *questionnaires* must be getting as great a nuisance in America as are in England the editors' letters to head masters asking "Are our boys deteriorating?" "Ought they to sew on buttons?" and "Do your masters keep tuckshops?" As to the American school societies, teachers are sometimes admitted to them; but "it is a rather noticeable fact that sororities are more anxious to take in women teachers than fraternities are to receive men teachers." Whenever a society can afford it, a "chapter-house" or a set of rooms is rented. The character of the meetings held proves to be very various. One sorority is reported as doing sewing, needlework, and cooking at its meetings. Whilst the conduct of the girls is found to be, as a rule, perfectly proper, and some of the boys take a pride in keeping their meetings respectable, in a few cases smoking, drinking, and card-playing have been indulged in by boys, and horseplay by girls. The course advised by the principals reporting is generally unqualified abolition; whereas a few would be willing to see the clubs maintained under supervision. On the other hand, parents are usually indifferent, but sometimes positively favourable to them; as to which a principal pungently remarks: "Parents in general have no sense where children are concerned." The societies are of interest for us as representing a feature of life in American schools that has, so far as we know, nothing like it in English.

There is much talk about the "Batavia system" of instruction, and for the benefit of the uninitiated we explain it as well as we can in a few lines. Conceive a school-room in which there are from fifty to eighty children. Two teachers are employed in it. One of these conducts the lessons, maintains discipline, keeps the records, and attends to the general business of the school; the other, co-ordinate with the class-teacher, uses all her time in working at a desk with individual pupils who have been found to be backward or, for any reason, are falling behind in the class. By this method the two teachers work as one. If there be only thirty or forty pupils, one teacher divides her time, employing half for class and half for individual instruction. It seems very simple, does it not? Yet the system is said to yield astonishing results. At least, at Batavia (New York), where it has been tested for six years, no voice is heard except in approval, and it has been introduced into about twenty cities of the United States and Canada.

CAPE COLONY.

The official *Education Gazette* calls the attention of managers and teachers of poor and small public schools to the opportunities offered them of providing their schools with libraries at a nominal cost. The Department offers to present to such schools, free of cost, a library of sixty volumes in uniform style of printing and binding, on the following conditions:—(1) that there is a reasonable assurance of the permanence of the school; (2) that a satisfactory lock-fast bookcase or cupboard is available for the safe keeping of the books; (3) that the gift is recommended by the Inspector.

The *Gazette* also supplies us with an illustration of a fact that we have often thought curious. When we extend our Empire we seldom think imperially of our educational duties. We are far from speaking unkindly

of the work of missionaries. We consider it strange, however, that they should be left to represent the State in respect to an important part of its proper activity. In Cape Colony there is often better provision in the outlying "Territories" for native than for white children, even where the district is practically a white man's country. The paragraph that we quote explains the situation: "It is instructive to compare the modes in which schools for aborigines and schools for Europeans originate. For the purpose of providing education for European children there is at present no permanent local organization whatever. In the case of aborigines there are actually competing organizations, every missionary church being bent on the establishment of schools. So zealously, too, is this work pursued that schools are opened whether a Government grant be available or not. In one Inspector's circuit where there are 114 aided schools, there are as many as 40 unaided, the latter being managed in the main by the same missionary superintendents as the former. The European population, being small and scattered, needs greater guidance and assistance to secure education facilities, but receives less."

UNIVERSITIES AND SCHOOLS.

OXFORD.

In the absence of any large or burning question, such as the proposals of the Cambridge Syndicate for the reform of the "Little-go," which will be decided at the beginning of March, a certain amount of public attention has been directed to the offer made by the well known Mr. Beit, of South Africa (and Park Lane), to endow the University with funds for the promotion of the study of Colonial history. Probably those of your readers who are interested in the proposal would be glad to know more exact details, which are as follows:—

1. The annual income of the foundation is to be £1,310. It is (very judiciously) offered at first for seven years only; but, if before the end of that time it appears to the Council, after consulting the Electoral Board who appoint the Professor, that it will be of advantage to the University to continue the benefaction, the endowment will be made permanent by the investment in Consols of a sufficient sum to produce £1,310 per annum.

2. The foundation will provide for a Professor of Colonial History; assistant lecturer in the subject; an annual prize of £50 for an essay on some subject of colonial history, and the payment of examiners; the purchase of books to the value of £50 bearing on the study.

3. The offer is subject to conditions which may be briefly summarized as follows:—the Professor shall reside, and shall give (besides the ordinary lectures) at least one public lecture each year: the subject shall include (a) the history of Imperial policy towards the colonies, (b) the detailed history of the separate self-governing colonies (including America before the independence), and of all British possessions, except India and dependencies: the special subjects in the Modern History School shall include a subject connected with colonial history.

These provisions were embodied in a series of Decrees, proposed to Convocation on February 14, which allocated various sums to the different portions of the offer as follows:—

For the Prize (annual)	£50
„ Examiners for the Prize	10
„ Lecturers	300
„ Books	50
Leaving for the Professor	900

It is tolerably obvious, from the sum offered, that the details had been carefully considered by the founder, probably by informal communication with Oxford, before it was made public. However that may be, the offer, with the above scheme formulated by Council, was approved by Convocation (on the above-mentioned date) without opposition.

Doubts have been expressed in some quarters as to the wisdom of the University in accepting an offer of this kind. It is very likely true that in some of the American Universities the reliance of the authorities on the bounty of living wealthy donors may have been accompanied by certain drawbacks. It may be the case that elsewhere, in certain new foundations, the authorities have been tempted away from their proper duties to "captation" of possible benefactors; and even that cases have arisen where the need of propitiating such persons has interfered with the freedom of the investigator. But, however desirable foresight and caution may be in these matters, it seems an extravagant suggestion that there is any such danger to be feared in the English Universities. The recent history of theological study in England, where much weightier influences might be feared than the prospect of attracting the rich founder, is entirely reassuring on such a point.

The organization of military instruction at Oxford, in view of the new departure whereby commissions are to be assigned annually to University students, is engaging the steady attention of the recently

Military Instruction.

appointed Delegacy. Courses of instruction are already arranged in Military History and Strategy, in Military Engineering, in Military Topography, and in Tactics, Military Law, and Administration. The candidates must be over twenty and under twenty-five when they present themselves for nomination; they must have qualified for a degree, with a special qualification in mathematics for those who aim at the Royal Artillery; must have been "attached to a Regular unit" for twelve weeks, and obtained a certificate; and must have passed an examination (held twice a year) in military subjects. The adaptation of the special arrangements for the military course to the condition of the ordinary studies has been carefully prepared: e.g., Artillery candidates are advised to read for Mathematical Moderations; the "Military History" special period is now included in the History School subjects; and Military Law, History, Strategy, &c., can be offered in the Final Pass School, so that three out of five of the subjects required in the Military examination can be taken for the Pass degree.

The report for 1904 of the Geography School has just been issued (February 21, *Gazette*), and is interesting for the full details given of the work done. In the past year the students' numbers have steadily risen from 107 to 146, of which about one-sixth were women. In two years the numbers have about doubled; and they include a few students from France, Germany, Italy, Egypt, and the United States. Besides attending lectures (of which twelve courses were delivered in the year), the students write periodical essays for the Reader and Lecturers; and practical instruction courses, a *seminar* for discussion, and excursions for practical field work give further opportunities for profitable study. There is also a holiday course in August, attended by thirty students, with a large and varied programme of lectures, besides field-surveying, practical map-making, excursions, &c.

I have noted from time to time the various items of University legislation which have extended University privileges to students from foreign and colonial seats of learning. One such small item appears among recent Decrees of Convocation, viz., the admission of students of the University of Manitoba (Winnipeg) to the privileges of the statute dealing with "Colonial and Indian Universities."

The following deaths have been recorded in the past month:—The Right Rev. Dr. Lewis (Worcester College), Bishop of Llandaff, aged eighty-three; Rev. A. J. Miller (Exeter), Vicar of St. Frideswide, Oxford, aged fifty-two; Dr. J. C. Wilson (brother of the late Warden of Keble College), Lecturer in Jurisprudence to several colleges, Alderman of the City of Oxford.

In last month's letter the name of the late Mayor of Oxford was printed "Caphouse" instead of "Taphouse"; and it was some time last year, not "some years ago," that he received his honorary M.A. degree. We have to thank Mr. C. J. Jerram for the correction.

CAMBRIDGE.

Since my last letter the term has divided. This very simple and ancient phrase means that we are half way through the term, and that college lecturers have received the lecture cards of out-college students, and that the end is in sight. But there is much to happen first.

In the meantime we have had a little controversy on the Library—a most fruitful ground of controversy it always is. This time what we could not be clear about was the meaning of the word "library." Is a

"library" a building in which books are stacked for preservation or kept for use, or is a "library" a collection of books which may be divided over *n* rooms in *n* buildings? We decided, after writing and reading a number of fly-sheets, that a library is a collection of books, and that the University Library is the collection of some half a million books owned by the University and not by the Library Syndicate. In plain terms—now that the main principles are clear—we decided by 80 votes to 63 that, under proper conditions and subject to the approval of the Library Syndicate, certain books bearing on law may be kept in the new Squire Law Library, a building some ten minutes' away from the University Church. It is with some regret that we shall see a part—though a very small part—of our books housed under a separate roof, but want of space would, in any case, have made this necessary in the long run, and there is the prospect of a greater usefulness of the books under the new arrangement.

On getting back to our rooms after the Library vote we received another fly-sheet on Greek, and Greek has since been our one interest. The Syndicate in charge of the question has reinstated the option of set books

in Greek and Latin, in deference to widely expressed opinion, and has reduced the amount of grammar required of candidates. This is a change which should gain for the proposals a good many doubtful votes. A paper on logic has been added to the alternatives in Part III., while freedom to do a Greek Gospel instead of an English Gospel and the English "Acts" has also been conceded—both distinct improvements.

The complaint is now made that the Gospel is being thrust into the background. Logic, however, was in the old Little-go; and such knowledge of undergraduate nature—indeed, of human nature—as I have acquired leads me to prophesy that far more men will take the Gospel

than will ever take either logic or inorganic chemistry—the particular bugbear of some querulous people. We all like “soft options.” It is, perhaps, not too uncharitable to say that this cry of “Church in danger!” means just as much on this occasion as it usually does. It is a pity that it should have been raised, for it adds an element of irritation to a situation which is painful enough to friends who feel strongly, but on opposing sides.

The voting will be on Friday and Saturday, March 3 and 4, from 1 to 3, and from 5 to 7 p.m. It is desirable that all who sympathize with Liberalism in education should try to come up and vote *placet* for the proposals. Some of the colleges are entertaining at lunch on those days all their members who are voting, irrespective of the side on which they vote.

Mr. Frank McClean has left the Fitzwilliam Museum a remarkable collection of MSS., early printed books, and objects of art. The MSS. are two hundred in number, and the exhibition of them in the Museum the other day

was extremely interesting. They are in Greek, Latin, Irish, and a great many other tongues, and the illuminations are very beautiful. The objects of art in some cases furnish the Museum with fine examples of whole classes of things hitherto unrepresented. It is a splendid bequest, and a great example to all collectors.

Two commissions in the Indian Army will be added each year to those already allotted to the University, bringing the number of commissions in all the forces up to fourteen.

Prof. Boas is giving his Clark Lectures on English Literature at Trinity. His subject is “The Academic Drama.” He has given two lectures this term on “*Pedantius* and other Cambridge Comedies,” and “*The Parnassus Plays*.”

The subject for the Seatonian Prize Poem (open to all Masters of Arts) is “*St. Columba*,” and exercises should be sent to the Vice-Chancellor by September 30. The same subject was set some fourteen years ago for the Chancellor’s Medal for English Verse. It would be interesting if the successful poem of that day should, with or without revision, win a second prize. It was quite good enough. However, when one remembers how many prizes there are and how few subjects, one ceases to be inspired at coincidences.

The sudden and untimely death of Mr. A. Austen Leigh, Provost of King’s, deprives his College of a genial and capable Head and the University of an administrator who worked quietly but indefatigably in many good causes. The stately funeral service in the great chapel on February 1, attended by hundreds of resident and non-resident friends and colleagues, bespoke the widespread mourning his loss has caused.

On January 28 a Latin address of congratulation on his eightieth birthday was presented by a large number of pupils and admirers to Prof. J. E. B. Mayor, who has held the Chair of Latin since 1872. Cordial speeches were made in St. John’s Combination-room by Sir R. Jebb, the Master of Trinity, the Vice-Chancellor, and others. The veteran professor made a vigorous reply, in Latin and English, in which he touched *more suo* on many things, old and new. The Master of Clare, who examined him for his Tripos in 1848, was present to do him honour.

A sum of £630 contributed as a memorial of Sir Leslie Stephen has been offered to the University for the foundation of a Lectureship in Literature, on the model of the Rede Lectureship.

Scholarships and Prizes awarded: Burney Prize, L. Alston, B.A. (Christ’s); Craven Scholarship, R. L. G. Butler (Trinity); Battie Scholarship, H. Mattingly (Caius); Browne Scholarship, P. J. Pearce (Trinity); The Chancellor’s Classical Medals—(1) K. J. Freeman, B.A. (Trinity), (2) F. A. H. Atkey, B.A. (Pembroke), and C. E. Stuart (Trinity), equal; Hulsean Prize, E. A. Edghill (King’s); Smith’s Prizes, H. Bateman, B.A. (Trinity), and P. E. Marrach, B.A. (Trinity); Isaac Newton Studentship, F. J. M. Stratton, B.A. (Caius).

Appointments: I. L. Tuckett, M.A. (Trinity), Additional Demonstrator in Physiology; the Rev. H. J. C. Knight, M.A. (Corpus), Hulsean Lecturer; H. Jackson, Litt.D. (Trinity), Fellow of Winchester College.

MANCHESTER.

Two very interesting events have signalized the past month at the University—the unveiling of the Withers Memorial, and the opening of the Public Health Laboratories. The memorial has taken the form of a bronze tablet in the Whitworth Hall, bearing the words: “In remembrance of Harry Livingstone Withers, first Sarah Fielden Professor of Education. 1889 to 1902”—and a quotation from Plato’s Republic in the original Greek, selected by Prof. Alexander, who was so largely influential in connexion with the foundation of the Fielden Chair. The tablet was presented to the University on behalf of the subscribers by Mr. P. A. Barnett.

The new Public Health Laboratory was opened on January 27, by Mr. W. J. Crossley; the Chancellor of the University (Earl Spencer) presiding. A special tribute was paid to the devoted labours of Prof. Délepine, to whose work the establishment of the Laboratory is so

largely due. Later in the afternoon a Degree ceremony was held at the University. In the course of his opening remarks Earl Spencer referred to the special pleasure it gave him to be present on account of the fact that he had himself been averse to the division of the Victoria University. The degree of D.Sc. was conferred upon Prof. Calmette, of Lille, Prof. Perroncito, of Turin, Prof. Salmarsen, of Copenhagen, and Commander Scott, R.N., of the “*Discovery*.”

As already announced in this column, the work hitherto done as Lecturer in Economic History and Commerce by Mr. W. G. S. Adams has been taken by Mr. H. O. Meredith, M.A., Fellow of King’s College, Cambridge. Mr. Adams’s work as Extension Secretary is taken by Mr. S. P. P. Waterlow, B.A., formerly attached to the English Embassy at Washington.

At the meeting of Convocation it was unanimously decided that in future graduates shall become qualified for registration as members of Convocation immediately on receiving their degrees. Convocation also urged that increased facilities should be given for proceeding to the higher degrees in Law.

The Government grant to the University of Manchester has been increased from £3,500 to £6,000.

This term Prof. Sadler is in residence and is giving two courses of lectures open to outsiders—one on “*Representative Educational Leaders*,” the other (which commences on March 1) on “*The Organization of Secondary Schools for Boys and Girls*.”

At a debate at the Union on Mr. Balfour’s fiscal policy, opened by Mr. Joynton Hicks, who is opposing Mr. Winston Churchill, the narrow majority of one was recorded for the Government. A college song, with music by Dr. Carroll, is published with the current number of the *University Magazine*.

At the Grammar School the celebration of the centenary of the birth of Harrison Ainsworth has naturally turned attention to that writer’s graphic description of his old school in “*Mervyn Clitheroe*.” The school library contains among its treasures the complete M.S. of the “*Preston Fight*.” By the appointment of Archdeacon Diggle to succeed Dr. Bordsley as Bishop of Carlisle, an Old Mancunian replaces an Old Mancunian. A similar change has just taken place in the captaincy of the Oxford University La Crosse Team, while another *alumnus* of the school has been appointed Lecturer in Mathematics at King’s College, London. Mr. Bateman, the Smith’s Prizeman, was also a scholar of the school.

The series of school lectures for the term was opened by Lieutenant Armitage, who was second in command on the “*Discovery*” Antarctic Expedition. Among the other lecturers the name of Archdeacon Wilson is one that will, we fear be very much missed in future. The removal of Archdeacon Wilson, consequent on his appointment to a canonry at Worcester will create a gap in the ranks of educational leaders in this district which it will be very hard to fill.

At the High School for Girls the Old Girls’ Association has been addressed by Miss Burstall on the subject of “*The Careers open to Women*.” The opening of the new Botanical Laboratory and Conservatory by the Lord Mayor and Lady Mayoress of Manchester is announced for March 3.

The annual meeting of the Association of Technical Institutions, which has taken place this year at the Manchester School of Technology, will no doubt be fully reported elsewhere. The paper on “*The Co-ordination of the Work of Evening Continuation Schools and Municipal Technical Institutions*,” by Principal Reynolds, M.Sc., has since been published in pamphlet form. It has been found necessary to apply for sanction to borrow an additional £100,000 in connexion with the erection and equipment of the Manchester School of Technology. Up to January 31, 1905, the total payments on these accounts amounted to £337,564. In connexion with the Municipal Evening School of Commerce, an interesting publication has recently sprung into being, entitled the *Students’ Magazine*. The first two numbers give good promise of the success of the venture.

At the meeting of the Education Committee the grants in aid to institutions in the City were confirmed and continued. These include £4,000 to the University, £600 to the Grammar School, and £300 each to the Girls’ High School and the College of Music. Miss Burstall called attention to the decrease in the return of children maintained in industrial schools, which she regarded as evidence of the work done by the School Board.

The Salford Education Commissioners, who have been giving some attention to the question of cigarette smoking, have adopted the resolution suggested by the Elementary School Committee asking teachers “to do all they can, both by precept and example, to wean boys from the evil habit of cigarette smoking, and to refrain themselves from smoking in the vicinity of the schools.”

A curious protest has been made to the Manchester Education Committee by the shopkeepers in the vicinity of the Central Municipal Schools against the schools having the “*facilities*” of a sweet shop. They point out that such an undertaking “is entirely outside the work of education, and injurious to us as shopkeepers and ratepayers.” The annual report of the Manchester Schools’ Savings Banks shows a total of 1,123,554 transactions during the year, resulting in a deposit of nearly £37,400.

The authorities at the Pupil-Teachers' College have issued a set of notes entitled "Suggestions to Pupil-Teachers on Learning to Teach." About 700 elementary-school teachers are attending the lectures on improvements in the teaching of drawing given at the School of Technology on Saturdays.

At the annual meeting of the Teachers' Guild Mr. Paton, in closing his year of office as President, described the Guild as the only society which "magnifies the office of teacher, and represents the solidarity of the profession."

The adult school movement is attracting much interest at present in Manchester. The report of the Education Association shows that the Committee have under consideration the anomaly that "the amount of time given in the municipal provided schools of Manchester, and of Salford, to Scripture teaching and religious exercises is far in excess of the time given to the same subjects in non-provided schools." An interesting correspondence on the subject of "Religious Instruction in Schools," opened by Mr. C. S. Roundell in the columns of the *Manchester Guardian*, has drawn from Archdeacon Wilson two letters, one, of an earlier date, addressed to the Vice-Chancellor of the University. "I believe," writes the Archdeacon, "that the great majority of Churchmen, clerical and lay, would surrender denominational teaching in school hours, and a majority in management, if they could obtain any security that the Bible shall continue to be taught, and taught by persons qualified in knowledge and disposition."

The Child Study Association have held a special meeting to consider a number of recommendations which they propose to submit to the local Education Committees on the subject of the teaching in the infant schools. The recommendations are in the direction of removing the "three R's" from the teaching of the very young children, and raising the age for leaving the infant schools.

The newly formed Classical Association, under the leadership of Prof. Conway, has now enrolled about a hundred and twenty members. The second meeting, held at the Rylands Library to inspect the early copies of the classics treasured there, was a great success. A special Excavations Committee has been formed, and a fund is being raised for the support of excavation and other work in connexion with the sites of Roman settlements that surround the city.

In distributing the prizes at the Hulme Grammar School, Oldham, Prof. Sadler said he came back to Lancashire every year as a resident, and what struck him more and more each time was the purposeful look of things. He strongly advocated a reduction in the size of classes in elementary schools.

In presenting the estimates for the year, the chairman of the Lancashire County Council Education Committee (Sir H. Hibbert) stated that a sum of £114,566 would be necessary for higher education, of which £74,566 would be required from ratepayers, the balance being accounted for by the Customs and Excise account. During the next five years it was calculated that the amount required might rise to £150,000. The total expenditure on elementary education was estimated to amount to £480,235. The estimates were approved.

BIRMINGHAM.

The University of Birmingham has lately made an alteration of its regulations which may have an important influence on its relations with the secondary schools of the Midland district. Hitherto all students who come to the University for degrees have been required to pass the Matriculation Examination before they can enter upon the usual University courses which lead to a degree. There are, however, a number of schools—both for boys and for girls—that are easily able to prepare their scholars up to a higher standard of attainment than is represented by the Matriculation Examination. In Birmingham itself the High School for Boys and the High School for Girls of King Edward's foundation have always their best scholars on much beyond the ordinary Matriculation stage, and there are several other schools within easy reach of Birmingham which are in a similar position. The University has decided, therefore, to recognize the excellent work of these schools by allowing their pupils to present themselves at entrance for the Intermediate instead of the Matriculation Examination. In this way the abler or more advanced students will be able to enter the degree course at a higher stage than they have hitherto done, and will not be obliged to repeat work which is already more or less familiar to them. They will, in fact, take in their first year's University course the course laid down normally for the second year. It is not, however, intended that University students shall be enabled to graduate in less than the three years which is laid down as the minimum length of a degree course; but by devoting themselves to work of a higher type they will be able in the Faculties of Science and Arts to make themselves eligible for the Master's degree. The altered regulations will also have a similar effect on students for degrees in Engineering and Medicine. The four years' course for a degree in Engineering may thus be reduced to three, and the five years' course for a degree in Medicine may thus be reduced to four. The revised regulations will be issued by the Registrar in a few days.

WALES.

Now that the Welsh Education Council, which is to be developed into a Home Rule Parliament, is taking definite shape, there is much speculation as to the future of the Central Welsh Board. The Home Rulers wish to absorb it at once, but expert opinion is unanimously against them. Under the rule of the very men who will compose the new Council, the business of almost all the County Education Committees has been so badly mismanaged that profound dissatisfaction prevails nearly everywhere. It is unlikely, to say the least, that those whose competency to deal with the educational requirements of county areas has yet to be demonstrated will successfully handle the delicate questions which a Council supervising both elementary and secondary education in the whole of Wales would have to deal with. The only condition under which such a Board can be effective is that it should contain a liberal admixture of real experts. On the new Education Council it is almost certain that there will be practically no real experts, though there may be a superfluity of *soi-disant* experts (every man who has served even on a rural School Board claims to be an educational expert in Wales nowadays). The fate of the Central Board depends entirely on the Board of Education, which can by a stroke of the pen transfer its functions to the new Council. It is believed that the Board of Education's present intention is to continue the Central Board in existence until it is satisfied that the new Council contains a sufficient number of real experts to enable it to tackle its responsible work with some prospect of success. In that case the Central Board will live much longer than many even of its friends think at present. The danger is that, if the Liberals get into power, the party which is now predominant in Wales will have sufficient influence to override the Board's objections to an educational Council of unlearned amateurs. Time may show that the new Council is competent to do the work now so successfully done by the Central Welsh Board, in which case there may possibly be advantages in entrusting the care of both grades of education to one body. In the meantime, the real educational experts of Wales sincerely hope that the Board of Education will leave well alone.

Until the present time, despite platform heroics, few have seriously believed that there was going to be a fight between the Board of Education and the Welsh Education Authorities. It was felt that some *modus vivendi* would assuredly be discovered. Now, however, after the failure of the endeavours of the N.U.T. and the Welsh University Authorities to arrange a truce, even the most sceptical are beginning to fear that there is a real danger of the Defaulting Authorities Act being put into operation. The Board of Education have issued what looks remarkably like an ultimatum to the Merionethshire and Barry Education Authorities, and the possibilities of the seemingly inevitable conflict are being much canvassed. The general opinion seems to be that in Merionethshire the Education Authority and the parents will support the Lloyd-George policy. In Barry the great majority of Education Authorities will certainly carry out the behests of the Member for Carnarvon, but it is very doubtful whether the parents will back them up. The population of Barry is very cosmopolitan, and the Welsh nationalist spirit does not burn as fiercely there as in other places. The leaders of the labour party in the town do not seem inclined to dance to the Cardiff Convention tune; and a strong Catholic minority is indignant at the treatment meted out to the Catholic school. The Board of Education's chances of victory are, therefore, far brighter in the mushroom town which is supposed to derive its name from St. Baruch than in Tom Ellis's old constituency. The money question is troubling even the stalwarts in that county. There has been much talk of a fund of £100,000, but so far only a very insignificant sum has actually come to hand, and doubts are freely expressed as to the feasibility of collecting sufficient funds to carry on the campaign. Those who are interested in secondary education are wondering whether the county schools will be closed at the same time as the elementary schools. Mr. Lloyd-George is believed to be anxious to shut up schools of all grades, but there does not seem to be any reason whatsoever why the secondary schools should cease their activities, and it is thought that means have been devised to avoid this calamity in the unfortunate event of the conversion of chapels, &c., into makeshift elementary schools.

The latest educational sensation comes from Aberdare, where all the certificated assistant teachers have tendered their resignations as the result of a resolution passed by the Education Committee depriving them of the power of inflicting corporal punishment. A vigorous controversy is now going on in the Welsh press as to the justifiableness of their action. It appears from inquiries made that the teachers have other grievances than this resolution, which is regarded as the culmination of a long series of insults. They maintain that certain labour members on the Education Committee have been carrying on such a campaign against them for many months that discipline had been seriously undermined, even before the passing of the now famous resolution, and that since it

has been passed their pupils have got completely out of hand. They claim, too, that the resolution was not brought forward for educational reasons, but out of personal spite against certain assistant masters. It is one of life's little ironies that the mover of the resolution, who spoke eloquently on the necessity of basing discipline on love and not force, is known to share George Borrow's interest in the noble art of self-defence outside the scholastic sphere.

The officials of the Guild of Graduates deserve all praise for their efforts to breathe life into the dry bones of that institution, and it is to be hoped that they will soon achieve a success commensurate with their exertions.

A well attended meeting was held at Cardiff at the beginning of last month, when Sir William Preece lectured on "Science Teaching in Schools." The rules of the Guild have now been altered to enable the Warden to hold office for four instead of two years.

All Welshmen who are interested in secondary education join in congratulating Mr. T. W. Phillips, Head Master of the Newport Intermediate School, on his appointment as Inspector of Secondary Schools under the

Board of Education. Under his administration the Newport School has won an excellent reputation.

SCOTLAND.

Probably the most important event of the month has been the publication of the Minute of the Education Department on the training of teachers. The object of the new arrangements which are proposed in the Minute is

Training of Teachers.

"to ensure that the training of teachers shall be brought into as close connexion with the University organizations as the attainments of the students upon entering admit of, and to provide means whereby School Boards and others directly interested in the question of the supply of teachers shall be in a position to secure due consideration for their views." The new system which will be instituted under the Minute amounts, in brief, to this—that, in connexion with each of the four Universities, there will be established a new Local Committee, which is intended to have practically complete control of the training of teachers within its district, and which is to receive the Government grants for this purpose. The new Committees will supersede the present University Local Committees (corresponding to the English day training colleges), and they are empowered to take over the management and property of the existing denominational training colleges; but they are expressly debarred from spending money on "the purchase or rent of any premises which are held in trust" by the managers of a training college "for the purpose of training teachers." They can, of course, purchase or rent from the denominational managers premises which are not thus held in trust.

It will practically be necessary—for the Presbyterian Training Colleges, at least—to hand over their buildings to the new Committees. To this they have already agreed, and it is made a condition of transference that "provision shall be made" in the colleges transferred "for religious instruction in accordance with the views of the Church or denomination" owning the colleges, "to an extent not less than that which is at present customary in the college so transferred, which instruction may either be provided by the accepting Committee or the transferring Church or denomination, as may be agreed between them." Further, representatives of the transferring Church or denomination must be co-opted by the accepting Committee as fully privileged members. The Committees are also empowered, if they so determine, to give on their own account instruction in religious subjects. And a still more important change is introduced by the provision that the Committees may train teachers not only for elementary, but also for secondary schools.

The new Committees are each to consist of representatives of the University, the technical, commercial, and agricultural colleges and the schools of art, the Chairmen of School Boards in various towns and counties, and the managers of secondary schools in the district. Three teachers are to be co-opted by each Committee, as well as a number of representatives of the Churches, which transfer their colleges, to be settled by agreement, or in the case of failure to agree by the Department. The Chief Inspector for each district is to represent the Department on the Committee as an assessor without vote. The Committee will inevitably be large, and a good deal of the work will therefore fall to sub-committees. The St. Andrews Committee will number 23, the Glasgow Committee over 40, the Aberdeen Committee about 40, and the Edinburgh Committee over 35. The size of the Committees is due to the very large amount of representation given to School Boards, which will have almost, if not quite, a majority in every instance. It is to this point that criticism is mainly directed. The system, in general, with its provision for the thorough organization of training, is heartily approved. But there is a general feeling of surprise at the predominance of the School Boards in the constitution of the Committees. It is probably too late to seek for a reduction in the number of School Board representatives; but there is a very strong

opinion in favour of increasing the University representation. If, as the memorandum attached to the Minute declares, it is one of the main objects of the change that the training of teachers should be "brought into close connexion with the University organizations," it seems a great mistake to give no more than five representatives to any one University on Committees that may number from forty to forty-five. The School Board interest is doubtless an important one; but it is difficult to see why it should receive a larger representation than all the other interests put together. Some of the existing Local Committees are making suggestions to the Department on this point, and it is to be hoped that the Minute may be modified before it is submitted to Parliament. Another defect in the constitution of the Committees is the absence of any definite provision for the inclusion of women as members. Women are, of course, eligible, but, as so many of the students are women, it is most desirable that some security should be given that women will actually be elected. Apart from these defects the scheme seems to be an admirable one, and it may be expected to work a salutary revolution in the training of teachers in Scotland.

In submitting the annual statement of accounts to the Aberdeen University Court, Prof. Matthew Hay mentioned that, although the number of students had increased by only eighteen last year, the growth in revenue from class fees had been about £1,600, as against £1,100 in the previous year. This increase in fees is, of course, to a great extent due to the liberality of the Carnegie Trust in granting fees for practical and honours classes. But Prof. Hay pointed out that, when the new regulations of the Trust, which require all students to pass the Arts and Science Preliminary Examination, come into force, the income per student will probably shrink instead of growing. It may be hoped, however, that this will be only temporary, and that the majority of the medical students will in time qualify themselves to pass the higher examination.

The University Court of Edinburgh is drafting a new ordinance in order to secure the addition of geography to the subjects qualifying for graduation in Arts and Science.

Glasgow University has lost a valuable counsellor through the death of Sir John Neilson Cuthbertson, who was for many years a member of the University Court and chairman of its Finance Committee. His services to education generally are cordially recognized in Glasgow, where for a long period he did admirable work as Chairman of the School Board.

A University Settlement has been established at Edinburgh to carry on social work in a poor quarter of the city.

The Scotch Education Department has issued circulars explaining arrangements which are being made for an interchange of French and Scotch teachers. The French Government is willing to employ young teachers in Scottish secondary schools for one year in French *lycées* and *collèges*. Their main duty will be to conduct small conversation groups of five or six pupils, and they will have ample opportunity to carry on their own studies in French. They will not be paid for their work; but they will receive board and lodging at the institution to which they are attached. It is proposed that a similar arrangement should be made for young French teachers in Scotland. In no case will their duties occupy them for more than two hours a day; but they may, of course, give voluntary help in connexion with school games or in other ways. The arrangement seems an excellent one, and it ought to result in much benefit to education in both countries.

We regret that the Irish letter reached us too late for insertion.

SCHOOLS.

S. CATHERINE'S SCHOOL, BRAMLEY, GUILDFORD.—Thirty pupils from the school were entered for the Cambridge Examinations held in December, 1904. All of these passed.

HAILEYBURY COLLEGE.—The following scholarships have been gained by members of the school:—R. L. Yorke, Worcester College, Oxford; I. S. Hood (History Demysip), Magdalen College, Oxford; C. E. Woodhouse (Mathematics), Pembroke College, Cambridge; H. G. Stokes, Pembroke College, Cambridge; H. F. Knight, Caius College, Cambridge. S. J. Galloway has gained an Exhibition at Jesus College, Cambridge. G. N. Bignell and A. T. de M. Uttersen have passed into R.M.C., Sandhurst, direct from the school.

ROSSALL SCHOOL.—C. A. Storey has won Latin Hexameter and Greek Iambics Prizes. The following College Scholarships have been awarded:—W. K. H. Campbell, Classical Exhibition, Wadham College, Oxford; G. S. Woodman, Classical Scholarship, Jesus College, Cambridge; F. W. G. Douglas, Classical Scholarship, Clare College, Cambridge; V. W. Richards, Classical Exhibition, Jesus College, Oxford; R. B. Abell, Classical Exhibition, Lincoln College, Oxford; G. G. Woodruff, Mathematical Scholarship, Caius College, Cambridge; R. C. Cutter, Choral Exhibition, Jesus College, Cambridge. The new observatory is in building to house the new telescope. The Rev. W. H. Abbott, of New Guinea, gave us a most interesting lecture (February 6) on life in that region.

(Continued on page 206.)

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SHREWSBURY HIGH SCHOOL.—The Company's Scholarship was awarded to D. Haydon. Letters from the Joint Board were gained by M. Carthew and A. Franklin, the latter obtaining Distinction in Botany. J. Mansell passed the London Matriculation Examination, and A. Wilkinson Responsions in Classics and Mathematics. M. Pugh passed in the Advanced Grade of the Associated Board Local Examination, and two other pupils in the Intermediate Grade. In the Royal Drawing Society's Examination thirty-nine Honour and seventy pass certificates were obtained, and at the Society's Exhibition M. Gough was awarded a gold and M. Rice Oxley a bronze medal. In the Exhibition of Drawings from all schools of the Girls' Public Day School Company B. Wace gained Miss Gurney's prize for Design and M. Gough the second prize for Foliage. Miss E. Wigglesworth and Miss E. Cunningham have left the staff, and their places have been taken by Miss Reeve, Newnham College, and Miss Lloyd Evans, M.A. St. Andrews. The annual prize giving took place on Friday evening, December 16, 1904. The report was read and the prizes and certificates distributed by the Head Mistress. Then followed a programme of music rendered by the pupils.

PRIZE COMPETITIONS.

The Translation Prize for February is awarded to "Walkerburn."

The Extra Prize for February is awarded to "Nelto."

"H. M. B.," winner of the Extra Prize for November, asks that the guinea may be sent to the Convalescent Home for Poor Children, St. Leonards-on-Sea.

The winner of the Translation Prize for January is E. R. Morgan, Esq., 22 Vicar's Hill, Ladywell, S.E.

The winner of the Extra Prize for January is Dr. R. L. Batterbury, Berkhamsted.

Ein Gärtlein weiss ich noch auf Erden,
Drin wandl' ich gern bei Tag und Nacht,
Das kann mir nie verwüstet werden,
Es ist von Engeln stets bewacht.

Da zeigt sich noch den Augen immer
Der Himmel wolkenleer und blau,
Da äugelt noch wie Demantschimmer
An Gras und Blättern Himmelstau.

Da fliessen noch die Brunnlein helle,
Nichts hemmt noch trübet ihren Lauf,
Da spriessen noch an jeder Stelle
Die schönsten Blumen morgens auf.
Da müssen noch die Klagen schweigen,
Da ist das Herz noch allzeit reich;
Da hängt an immergrünen Zweigen
Noch traulich Blüt' und Frucht zugleich.
Da gibt's noch keine finstern Mienen,
Nicht Zank noch Neid, nicht Hass noch Zorn;
Da summen stachellos die Bienen,
Und Rosen blühen ohne Dorn.
Da lächelt schöner noch die Sonne,
Und heller blinkt uns jeder Stern;
Nur nahe sind uns Freud' und Wonne,
Und alle Sorgen bleiben fern.
O sucht das Gärtlein nicht auf Erden!
Es ist und bleibt uns immer nah'.
Wir dürfen nur wie Kinder werden—
Und sieh, gleich ist das Gärtlein da.

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Somewhere on earth is blooming lowly

A garden where I love to stray;

Secure it lies, for angels holy

Watch over it both night and day.

In all the sky above it bending

No cloudlet ever flecks the blue,

And, more than diamond-radiance lending,

Flashes from leaf and blade the dew.

Adown its slopes the streams run singing,

Nought comes to check their even flow,

And morn by morn fresh flowers are springing

Till all the garden is aglow.

No sound is heard of doleful sighing;

For here the heart finds richest dower

Where trees through all the year undying

Bear two-fold load of fruit and flower.

(Continued on page 208.)

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The gloomy shades of hate and scorn ;
The very bees forget their stinging,
The roses bloom without a thorn.

The sunshine here gives double measure,
Here are the stars more crystal clear ;
The only guests are joy and pleasure,
And troubles never venture near.

Oh ! you have sought, and own with sorrow
You find it not, this garden sweet ?
A childlike heart you first must borrow,
And lo ! the garden's at your feet ?

By the PRIZE EDITOR.

Still upon earth I know a garden,
Where day and night I love to roam ;
An angel at the gate stands warden
To keep from harm this happy home.

There still the heavens are ever beaming,
A cloudless vault of living blue,
And every blade and leaf is gleaming,
Besprent with diamond drops of dew.

There rivulets still ripple gaily,
Unchecked, unsullied as they run,
And everywhere fresh flowers daily
Unfold their beauties to the Sun.

There is no room for idle sighing
Where every heart is satisfied,
Where on green branches never dying
Blossom and fruit hang side by side.

No brow is knit, no visage lowers
With anger, hatred, envy, scorn ;
There bees flit stingless 'mid the flowers,
There roses bloom without a thorn.

There the Sun smiles serenely, clearer,
More radiant twinkles every star ;
There joy and merriment are nearer,
And heaviness is banished far.

Yet not on earth shalt thou inherit
This garden ; 'tis within the mind.
Become again a child in spirit.
And straight the garden thou shalt find.

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The Fallersleben lyric calls for little comment—*solvitur transferendo*. As I have before remarked, it is for the translator to show cause for deserting the metre of the original. Here there seems to me no sufficient reason, and even the double rime presents no difficulty except in the fifth and last stanzas. There is in the original a verbal contradiction between

“I know on earth a garden”

and

“Seek not on earth the garden.”

The translator must not suppress or ignore this, but he may show that it is merely verbal—the garden is on the earth, but not of the earth. The recurring *noch* was ignored by many. Otiose “do” and “doth”

(Continued on page 210.)

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THE etymology of the word "education" has been generally given as from *e* or *ex*, "out," and *ducere*, "to lead"; and it is explained as the "leading" or "drawing out" of the faculties of the mind of the pupil. As put by Edward Irving: "The true idea of education is contained in the word itself, which signifies the art of *drawing out* or *educing*; and, being applied in a general sense to man, must signify the *drawing forth* or *bringing out* of those powers which are implanted in him." Beyond question, this is an admirable statement of the most important function of all teaching, which is the development of mental capacity. So well has this happy expression of the chief end of all education recommended itself, that this derivation has almost universally been accepted as the real one—so much so that it requires some courage to dispute it, and to seek to shatter an admirable exposition of the main purpose of all true teaching. But the one question in this, as in all other inquiries, is: What is the *truth* of the matter? We may feel assured that the truth, when found, will carry its own compensations and beauties; though it may, as in other fields of investigation, break some ancient idols in education, in which iconoclasm is as necessary and salutary as elsewhere.

First, then, the fact of its philosophic completeness, when one thinks of it, is enough to throw doubts on its verity. For the words we are investigating contain within them the ideas of our ancestors regarding the training of their children, at a period when simple notions of the process could alone have existed, and when philosophic accuracy and insight could not be expected; like the words, *instruction* and *culture*, in which the task is happily and simply expressed by comparing it with the work of building and tilling, with which early tribes are familiar. But it is a very different matter when an etymology asks us to believe, that our rude forefathers had such an insight into the process of training as to perceive that it involved the development of innate, latent powers in the mind and body of the infant.

In regard to this, it may at once be asserted that, among the Romans, with whom the word *Education* originated—a practical, unphilosophic race—no such conception existed, in regard to the upbringing of children, as that the child was a being possessed of a congeries of faculties in embryo, which it was the function of parents and tutors to bring to perfection. This is a form of thinking regarding the training of a child that has come late into the thought and practice of the race. It could arise only after mankind had attained a certain level of philosophic reflection and culture; against the all-too-prevalent tendency to substitute telling and cramming for true mental and moral development.

As Prof. Simon Laurie, summarizing his admirable history of Roman education, says:

The humanities and learning, art and the beautiful—these were not the motive forces of Roman education, as they had been among the Greeks, but rather those arts which might be of political service. Harmonious development, culture—either of mind or body—for its own sake, was an idea alien to the Roman mind. It was only when the seeds of decay had been already sown that Hellenic aims and Hellenic culture found a place—and then only partially. The practical Roman life was essentially opposed to the Greek æsthetic life.*

But let us look more closely into the philology of the word itself. The word *education* is certainly and admittedly derived from a verb of the first conjugation—*ēdūco*, *ēdūcāvi*, *ēdūcātum*, *ēdūcāre*—in which the *u* is short and the *a* long; whereas *duco*, *dūxi*, *dūctum*, *dūcere*, to lead, is of the third conjugation, with the *u* persistently long and the *e* of the infinitive short. So that to derive *ēdūco* from *duco*, to lead, we have to violate the laws of vowel length and conjugation, which in Classics were rigid to a degree to which we, in English, are strangers.

Moreover, we have the true and regular derivative itself from *e*, out, and *ducere*, to lead, in *ēdūcere*, with its natural and regular meaning—to draw, or lead, out—like the other derivatives from that verb, with their long vowels, as represented in English by *produce*, to lead forward; *reduce*, to lead back; *seduce*, to lead

aside; and many more. The existence of *ēdūcere*, to lead out, would seem at once to warn us against taking the word *ēdūcare* from the same verb; thus duplicating its meaning and introducing into the one in question the extreme philosophic notion of mental evolution that is necessary to justify the etymology thus popularly adopted.

Then, as if to warn us against the current etymology of the word, we have the regularly formed noun from *ēdūcere*, in *eductio*, -onis—that is, *eduction*, which signifies a leading out or removal from one place to another, as from a camp—a frequent use of the word in its literal physical signification; not *ēdūcatio*, -onis, or *education* in its metaphorical meaning, which it only came to signify in late Latin, and as used by philosophers.

But let us inquire into the real signification of *ēdūcare*, in order to ascertain, if possible, what idea it conveyed to the practical Roman mind of early times. This would seem to lead us still further away from *ēdūcere*, to draw out, as its root. For *ēdūcare* meant truly to feed, to nourish, to bring up, and was used of animals and plants, as well as human beings—pointing conclusively to the notion of nutriment or food as its simple and essential thought. Though it may, with some force of reason, be contended that development of faculty might be its idea as applied to the human child, it will scarcely be argued that such a notion as the development of innate powers was natural or possible in its application to plants and rats and mice!

Examining the matter still further, we find that the word *ēdūcator* in Latin meant a rearer, nourisher, or bringer-up of children. And, what is more remarkable, the Romans had the word *educatrix*, or *educatress*, solely in its application to the nurse of the baby, with its meaning of feeder and caretaker. The existence of this word in the feminine, as the designation of a woman, generally a slave, the nurse of the new-born infant, is of special significance. It is a most suggestive proof that *feeding*, the imparting of nutriment, and not *educating* in the sense of development, as applied to the function of the female attendant on the child, was the genuine, natural, and primary meaning of the words *educatio*, *educator*, and *educatrix* among the Romans.

An additional and singularly interesting fact, pointing in the same direction, is this. That the Romans, from their natural tendency to polytheistic thought and the multiplication of deities for the functions of life, had a number of gods and goddesses to take care of the child during the trying period of infancy, and to help the mother and others in their many duties. Thus they had *Janus*, to open the door of life to the child; *Cunila*, to attend to the cradle and watch him during sleep; *Rumina*, to supply milk to the breast; and *Potina*, to give him drink. Among the host of assistant tutelary deities, there was also *Educa*, whose special duty was to take charge of its food.

The existence of this old Roman goddess, *Educa*, with a specific function, one of all importance—to take care of the food administered to the infant—seems (does it not?) a pretty and conclusive proof that the simple idea, that of feeding, is the true one as conveying the signification attached by the Romans to the word *Education*. It is also a revelation of the extreme simplicity of the early Roman mind, and the practical and unphilosophical tendencies of that people, that they had such a host of attendants on the child, each having a plain and practical task assigned to her, in the feeding and *education* of the Roman child. Is it not a proof that it is in such simple and natural notions that we must seek for the true idea attached by that people to the word *Education*, and not in an ultra-philosophic thought like *development*?

A very significant passage from the lost works of the Roman philosopher Varro has happily been preserved, in which the different designations and offices of those who had to do with the upbringing of the child among the Romans are etymologically discriminated and explained. It is this: "Edūcit obstetrix, edūcat nutrix, instituit pædagogus, docet magister." This may be thus translated: The midwife *educes*, or draws forth, the child at birth; the nurse feeds, or *educates*, him; the pædagogus (or slave attendant) takes charge of him; the schoolmaster teaches him." Here, at once, and clearly expressed, we have the distinction between the two words—*ēdūcere*, to lead out, and *ēdūcare*, to feed—placed before us, and compared and distinguished. This shows that, in Varro's view, as expressing the general opinion of the Roman people, the two words were not only not derived from each other, but were originally carefully

* "Historical Survey of Pre-Christian Education," by S. S. Laurie, LL.D. (Longmans, 1895.)

discriminated; and that *educāre* meant to feed, to nourish, as its real idea and root. The word *nutrix*, or nurse, being used for the other, *educatrix*, points to the fact that they were interchangeable in meaning and usage. *Nutrix*, the female slave nurse, and *educatrix*, the female *educatress*, are thus proved synonymous.

All investigation into Roman life shows how largely home life and infancy, the nursing and upbringing of their children, bulked in the thought and polity of the Romans; and all investigation into their family arrangements reveals the same wise and kindly spirit, and the active personal interest they took as parents in the rearing and educating of their offspring. It also shows how natural it was for such a domesticated people to conceive of the educational process as signified by the chief care of the nursery, in providing the infant with appropriate nourishment; and to name the whole education of the child by these earliest solitudes, on which his whole health and development depended; and to conceive of its *after* stages as but a continuation of the means by which this was secured in its initial years in the home—that of *nourishment*.

But what are the opinions of Philologists as to the etymology of the word *education*? Till recently, the majority, if not all of them, were in favour of the orthodox opinion, from *e* or *ex*, out, and *dūcere*, to lead; but of late, doubts have begun to be expressed on the subject. One excellent educational authority—Kiddle and Schem's "Dictionary of Education," of New York—asserts that "it is extremely unlikely that the Romans connected the idea of 'drawing out' with *educatio*." Skeat does not seem to have given it much consideration; for he dismisses it summarily as from *dūcere*, to lead. Dr. Murray, in his monumental "Dictionary," has doubts about it evidently, though he does not pursue them to any definite finding—speaking, in regard to it, of the "quasi-etymological notion, drawing out," and saying, not that it is derived from *dūcere*, to lead, but "related to it." In regard to this relation, it is no doubt true that such a connexion, in meaning and usage, did, in time, exist in Latin, as in English and other tongues; and that the idea that the one was derived from the other became dominant and influenced thought and speech on the subject. But, though this is granted, it is no proof of the etymological relation of the one to the other, much less of the derivation of the one from the other.

Let us now try, if possible, to discover the true root of the word *educāre*, to educate. It has been suggested that it comes from *edere*, to eat; the English word *eat* itself being from the same radical as the Latin, *ad*, to eat, to consume, which is represented in Sanscrit, Greek, and most European languages, the same root also giving rise to *dental* and *tooth*, the instruments of eating. If this is the root of *educāre*, to educate, this Latin verb might be viewed as a causal form of *edere*, meaning to cause to eat, to feed—the middle syllable *uc* representing the root of *agere*, to do, to drive, to be the agent of, which is the source of a host of English words like *agitate*, *action*, *active*.

It has been pointed out that a similar cognate form occurs in the verb *manducāre*, to chew, to masticate; which is a lengthened form of *mando*—to chew, to use the mandibles, or jaws, upon. There are difficulties in connexion with this etymology, such as, the origin of the middle syllable in *educāre*; the fact that this syllable in *manducare* is long, and not short, as in *educāre*; the fact of the first syllable in *edere* being short and the first syllable in *educāre* being long—though this might be accounted for by the absorption in it of *e* or *ex*, out, or as an intensive.

The philological and other difficulties in deriving *educāre* from *edere*, to eat, make it desirable that another radical or derivation associated with the central conception of *educāre*, as that of feeding and fostering, should be found. After much investigation, I would suggest the Aryan root, *√dhugh* or *√dug*, to give milk to, or take milk from. This root contains the short vowel *u* and all the requisite consonants needed for the derivation; and thus gets rid of the philological objections of *educāre*, as from *dūcere*, to lead, as well as the insurmountable hyper-philosophical conception of the development of faculty. It carries with it the idea of nourishing and feeding in its earliest, most elementary, and most significant form—that of giving *milk* to the child; and it is associated with its tenderest, most suggestive, and most natural and nutritive food—the milk of the mother or the nurse or foster-mother.

From the same Aryan root, *√dug*, we have also that fine

word *daughter*, which is represented in Sanscrit by *duh-itri* (from the Sanscrit *duh*, to milk), and which runs through all the Indo-European languages—both the Classical branch, as in the Greek *θυγάτηρ* (*thug-atēr*), and the Teutonic branch, as in the German *Tochter* and the Scotch *dochter*. But this word *daughter* has, in its original signification, been wrongly explained, in my opinion, to mean a milker of cows. This seems not only odd, but erroneous; as it designates a child from one of her duties in after life—like that of *spinster*, the spinner—instead of from a sign or function cognate with her infancy, and indicating her sex as distinguished from that of a son. It would seem more natural and sensible to associate the notion of milking, from which the name *daughter* is derived, with her breasts, as a distinguishing sex mark from the first; thus signifying the child "with the breasts" or "dugs," that is *daughter*.

This old word *dug*, a breast, which has degenerated in use, is from the same radical as that of *daughter*—*√dug*, to milk. It had originally a kindly application to humanity and womanhood, in a reputable and tender sense, up to the time of Shakespeare. He tells that the nurse of Juliet applied wormwood to her "dugs," to relieve them of pain, when that sweet child was weaned. As Dr. Johnson, the lexicographical pioneer, puts it: "it seems to have been used formerly of the breast without reproach"—quoting, also, Spenser, in proof, who speaks of a woman that was "as mild and gentle as the cradle-babe, dying with its mother's 'dug' between its lips."

I submit, therefore, that in this root, *√dug*, to give milk, we have the original source that we are in search of for the word *educāre*—to feed, to foster, to educate; and the true reason of its constant association with nutriment and nourishing, as in the phrase already quoted from Varro, that the child's nurse "educates" the child—*nutrix educat*. This shows, primarily, that educating the infant was feeding it: supplying it with its first natural food—milk from the breast. The first syllable of the word *educate* is, of course, from *e* or *ex*, out, and expresses the action of the child in sucking; or it may be used simply in its common form of an intensive.

This self-evident, suggestive, and natural analogy between educating and nourishing is applicable to the whole process of Education, even in its more advanced stages of study and learning. It has originated the telling and most expressive phrase *alma mater*, as descriptive of the function of a University to its students—signifying that these students are simply children, imbibing instruction or learning up to its highest stages and in all branches of the arts and sciences, as from a Mother, whom they affectionately and appropriately designate their Nourishing Mother—*alma* being derived from *alere*, to feed. So, in pursuance of this happy association of ideas, we have the word *alumnus*, a student—literally and significantly, a *child* who gets *nourishment*—intellectual food from his learned mother; this term, *alumnus*, under the Romans, signifying a nursling, a pupil, a scholar.

In conclusion, I would direct the reader's attention to the peculiar point of view in regard to Education, its purpose and process, to which our researches have led us. According to the received etymology of the word, *education* signifies the art of "drawing out" the faculties of the child. According to the etymology we have reached, education is the art of "putting in," instead of drawing out—of supplying the child with food for his development. This natural and simple conception, based on early home nurture, recommends itself as true in fact; and its simplicity and wisdom will be the more seen the more it is considered. But it requires special reflection in order to fully comprehend its significance—all the more that our ideas of the educational process have been dominated by the common conception of "drawing out." It will, perhaps, be best apprehended by consideration of plant life and culture.

There is a tree in your garden, which you wish to cultivate, in order to obtain from it flowers and fruit. To enable it to do this, there is only one way—you must feed the plant; you must provide it with appropriate nourishment, to be assimilated by its rootlets, that it may grow and develop and produce the desired flowers and fruit. That is, you must *feed* the plant, to enable its innate powers to evolve the wished-for products it is capable of giving.

The same holds true of animals and man. You must furnish them with appropriate *nourishment*, that they may grow, and develop their innate capacities of body and mind; and there is no other way. At first, this food is the milk of the mother,

then other milk, and, in time, other food, according to the age and growing capacities of the child. And it is this idea of feeding, or supplying nourishment, that is the central thought in the conception we have reached as the true etymology of the word, *Education*. It is in no sense antagonistic to the other idea of evolving or drawing out the powers of the child or pupil; but it directs special attention to the means or process of doing this—by supplying the necessary materials for this development, to enable the child to evolve and exercise his faculties. In a word, it signifies the providing of aliment to make possible the development of faculty, which is one of the chief ends and results of true education.

This idea of *feeding*, as the root thought of Education, is full of happy suggestions and instructive analogies, pointing out true methods and aims in teaching and educating. It indicates the need of careful preparation of the food to be administered, and its adaptation to the age and capacity of the child. It points out the folly of cramming, that is, forcing to eat, what is unpalatable or unhealthy or beyond the amount that can be digested. It shows the wisdom of being guided by the central principle of all education—that all the mental food administered must be partaken of by the child himself, and assimilated by him, to become the means of healthy growth in all parts of the system. It proclaims that all healthy teaching, like all healthy feeding and eating, is regulated solely by the power of digestion; and that everything in defect or excess or in violation of it must result in starvation, repletion, or disease. It enforces the importance of variety in the constituents of the food imparted; so that it may include all the elements requisite for the building up of all parts of the system—the bones of moral action, the muscles of intellect, and the nerves of æsthetic and spiritual perception. Thus we are led once more to the grand conception of all true instruction and education; as that of full development of the whole manhood and womanhood of the race: so as to lead to a healthy and vigorous constitution, capable of happy work and the progressive evolution of human capacity.

REVIEWS AND MINOR NOTICES.

A Companion to Greek Studies. Edited by LEONARD WHIBLEY.
(Price 18s. net. Cambridge University Press.)

When Greek studies were revived in Europe it was the utmost joy of a scholar to possess himself of a Greek manuscript. Perhaps he would then hug it in secret, or, making his good fortune known, derive a malignant satisfaction from the envy of the learned world; perhaps he would put forth a Latin version of it, or, as subsequently came to be usual, he would employ it, or allow it to be employed, in the constituting of a text for the press. As Greek books were multiplied by the new machinery of production, they attracted numerous readers, who won to their meaning by comparing their contents. Then lights were got from external sources, above all, from inscriptions. By various means a body of knowledge, or of what seems to be knowledge, has been accumulated vast enough to have appalled those who first inspired the revival. Boccaccio will hardly have imagined that so much was to be known of the Greeks as is told in the pages of a *Pauly-Wissowa*.

The time is deemed to have come when the accumulated mass may properly be subjected to a sort of analytical process, the certain being separated from the uncertain and put at the disposal of students in a concise form. Not that the speculative is to be discarded as wholly valueless: some measure of imagination has been found serviceable in many branches of science, even in archæology. But there are those who are intolerant of hypotheses. Again, there are those who love the truth most when it is most closely condensed; and there are those before whom to hesitate is to be lost. Youth, for example, requires facts, expects them to be stated with a brazen confidence, and is impatient of the details, instructive or ornamental, in which age delights. In short, youth demands a handbook. The "*Companion to Greek Studies*," now before us, is, if we must class it, simply a handbook. But it is a handbook that no one will be ashamed to own and consult, a handbook that will be sure to fill a place not only in libraries

designed for the young, but also on the desk of the teacher and on the shelves of the scholar.

The best way in which we can give our readers an idea of the new book is to remind them of an old. The "*Companion*" does for Greek what Paul's "*Grundriss*" does for Germanic philology. Only it is on a much smaller scale. It is a single volume of seven hundred pages. Into this compass there has been brought a great store of varied information, and that of a kind not contained in ordinary histories and grammars, about Greece, the Greeks, and their language. Every subject has been assigned to some one conspicuously an adept in it. Geography by Mr. Tozer is the opening topic. Canon Tristram discourses of fauna and flora; Mr. R. D. Hicks of chronology and of the later schools of philosophy; and Dr. Jackson of the earlier down to Aristotle. To tell of art we have a Waldstein, of mythology and religion a Gardner. Miss Harrison talks about birth, marriage, and death; Lady Evans about dress. As was to be anticipated, it is to Dr. Sandys that the history of scholarship has been allotted. To name only a few other contributors, epigraphy is done by the Master of Caius, palæography by Mr. J. Rendel Harris, and metre by Dr. Verrall; whilst Prof. Sir Richard Jebb, treating both of literature and of textual criticism, moves like a master among his own goods.

The book is edited by Mr. Leonard Whibley, who also furnishes a section on constitutions. What the functions of an editor are has long been disputed; what the present editor has done in the present case we have no means of determining, so that we cannot appraise his work rightly. We can see, however, that it is not faultless. Possibly such a team, if we may use the figure without disrespect, was hard to drive. At any rate one or two discrepancies in writing have been left unreconciled. "*Suidas*," for example, appears in the earlier pages; afterwards Dr. Sandys will hear of nothing but "*Suidas*"; so we have Dion as well as Dio Cassius. Furthermore, a few oversights or misprints have escaped detection. Thus the first part of Delbrück's "*Geschichte der Kriegskunst*" was published in 1900, not (as asserted on page 474 by Mr. Oman, the rival and abler strategist) in 1902; and it was the fourth, not the third (see page 345), edition of Preller's "*Griechische Mythologie*" that was intrusted to Carl Robert. But it would be unjust to leave an impression that slips of this character are many or important. The book is printed with an uncommon degree of correctness. On the other hand, it has a real blemish for which the editor must be held responsible. The index is sadly imperfect. Moreover, Mr. Whibley has actually permitted to stand in it an entry which implies that Herodian the historian was identical with Aelius Herodianus the grammarian. Even an index-maker might have seen that a writer who flourished c. A.D. 160 could hardly have composed a history that goes down to A.D. 238.

Albeit that the book is planned to contain the "substance of our knowledge," there is no reason to fear that it will discourage inquiry and harm education by stifling curiosity. A little illustration may show how difficult it is to reach finality. We used to be taught that the navel-stone at Delphi was *in* the temple. About 1896 a writer for the *Pauly-Wissowa* (II. 65) emphasized the fact that it was outside. Two years later Dr. Frazer persuaded us that, having once been inside the temple, it had been moved to the outside before the days of Pausanias—persuaded us, or almost persuaded us; for we felt that the same result would have been obtained by moving the temple, and that the navel-stone, with its peculiar significance, was hardly a proper object for flippant transportations. Now Prof. Gardner, who has doubtless the latest intelligence from Delphi, avers without any limitation of time that it was *in* the temple, and so restores the old teaching to honour. There is room still for the archæologist who will contend that, passing through a wall, the stone was either inside or outside, according to the point from which it was regarded. And, if the "*Companion's*" knowledge is not always final, is it invariably sound? Prof. Gardner and the *ὀμφαλός* set us thinking. Do we *know* that the *σεπτήριον* was performed at the Pythia? Were the *φαρμακοί* led out at the festival of *θαργήλια* or on the day before it?

Perhaps there are a few small inaccuracies in the statements that we have been considering, all on page 308. If so, we must ascribe them to what we judge to be the chief fault of the book—to over-compression. The copious matter is too tightly packed. Conciseness has its dangers; moreover, it may

become repulsive. Not as a fair specimen of quality, but to bring out our meaning, we make a short extract :—

The learned printer Robert Estienne or Stephanus (1503-59) produced his Eusebius in 1544, his Greek Testament in 1546, and the works of Dionysius and of Dio Cassius on Roman history in 1546-8. His son Henri Estienne (1528-98), who is best known for his Greek *Thesaurus* (1572), and for his *Plato* (1578), was a pupil of Turnebus (1512-65), who as Greek Professor and as Director of the Royal Press in Paris produced editions of Aeschylus, Sophocles and the *Ethics* of Aristotle. Dorat (c. 1504-88) edited the *Prometheus* in 1549. The fame of Lambinus (1520-72), who spent nine years in Italy, and of Muretus (1526-85), who lived there from 1563 to his death, rests mainly on their Latin scholarship, though Lambinus translated the *De Corona* of Demosthenes, and the *Ethics* and *Politics* of Aristotle. The same is partly true of Scaliger (1540-1609), who passed the last 16 years of his life as Professor at Leyden.

Since there were two notable Scaligers, the father and the son, the identity of the one here in question might have been fixed through the forenames—Joseph Juste. But is not the passage dull even as occurring in a work of reference? No touch of colour! We are compelled to think of a Catalogue of Ships as it would be drawn up, not by a Homer, but by a Clerk to the Admiralty. Let it not be doubted, however, that Dr. Sandys, who wrote thus, had valid grounds for writing so; among them probably this: that he has dealt fully elsewhere with much of his subject. Yet he brings home to us that it is possible to carry condensation so far that the residuum is unpalatable or even nauseous.

Not always as we read did we feel this. Dr. Wilkins on education we found illuminative. From Prof. Sir Richard Jebb, in particular, we drew pleasure. A sentence of his (from an excellent paragraph, by the way) may serve to indicate that the language of a handbook need not perforce lack all distinction:—"For the subject-matter of textual criticism is the play of human thought and emotion in creating literature, and the subsequent play of human agency, or of chance, in defacing it." And, as to Homerology, how delightful it is to get, after many buffetings, some sort of stability from his cautious teaching! Often, while we lingered over the pages that he contributes, we caught ourselves desiring more. We should have liked him to expatiate, for instance, on the theme of Hellenism giving place to Byzantinism; and since he goes down to the reign of Justinian he might have talked a little of Procopius, who may be Byzantine, but who, upon occasion, can make his reader's blood course faster. Once only did Sir Richard irritate us. Could he not have devised some fitter term than "scholar" for the lying monk John Xiphilin called the Younger? No man should lightly bestow the proudest of his own titles.

But now to a conclusion. If there are imperfections to note in the "Companion," nevertheless, on the whole, it is a good book, worthy of English scholarship. Therefore we wish it "fair and prosperous voyage."

The Literature of the Highlands. By MAGNUS MACLEAN, M.A., D.Sc. (Price 7s. 6d. net. Blackie.)

Dr. Maclean, as we have seen, has already treated the literature of the various Celtic nationalities as a whole; he now deals specially with literature of the Highlands of Scotland in comparatively recent times because of "the greater divergence of production" associated with greater divergence of the Celtic peoples. In the present volume he keeps to the modern side of the Forty-Five, covering a period of a century and a half, which he reckons "the golden age of Highland poetry," and leaving to English Literature distinctly English books by modern Highland authors. Practically he breaks fresh ground; for Prof. Blackie and Dr. Nigel Macneill can be regarded as little more than pioneers, and Dr. Maclean's work differs from theirs in design and disposition. It is very welcome as a distinctive and able contribution to literary history.

Till the time of the Rising in '45, strange to say, "that part of the country—so full of the pathos and poetry of the past—had not a single original production of its own in print, if we except a vocabulary compiled by Alexander Macdonald. The Gaelic volumes in circulation did not exceed half-a-dozen, and these consisted of translations of the following religious works—Knox's Liturgy, The Psalter, Calvin's and the Shorter Catechisms, and the Confession of Faith." The written materials were similarly meagre. Moreover, the people had

been distracted by continuous strife—clan feuds, national convulsions, raids, and fighting. Yet poems and ballads and prose romances circulated through the straths freely by oral transmission. And the cruel day of Culloden ushered in a new order of peace, when the Gaelic genius, fostered by the oral tradition and free from warlike alarms, produced a literature in print, marked by a stronger mastery of the language, a larger power of expression, and a widely extended range of subjects—not only elegies and eulogies and war-songs, as of old, but the romantic cycle of Jacobite devotion, a passionate burst of love songs, an emotional response to Nature through all the seasons, and the soothing practice of religious poetry. In 1760 the tide of lyric effusion was reinforced by the epic stream of Ossian, whose impulse was distinctly felt for several decades. Very interesting is Dr. Maclean's brief reference to Jerome Stone, Rector of Dunkeld Grammar School, the gifted pioneer of Macpherson: he died at twenty-nine. "None of the nineteenth century poets," Dr. Maclean admits, "notwithstanding their originality and freshness, rival the great bards of the eighteenth": perhaps the Sassenach distractions are more vividly felt. It does seem singular that, in view of the Celtic reputation for fancy and imagination, the Highland poems of this class should be comparatively few. Nor have there been but rare and doubtful examples of philosophical and dramatic poetry: the nearest approach to dramatic representation in the older time being the dialogues of Ossian. Still more striking is the dearth of Gaelic prose: the best is attributed to Dr. Norman Macleod—father of a more famous son of the same name—whose style, according to Prof. Blackie, his translator, is "marked by the dramatic grace of Plato, and the shrewd humour of Lucian." Of the clans, "the Macdonalds, on the whole, figure as the most prolific contributors to Gaelic literature, "though the Macleans, the Macleods, the Mackays, the Mackenzies, and the Campbells have done well also." We are specially interested and pleased to note that "we owe most of the best of our Highland literature to men who, at one time or another of their lives, engaged in scholastic work."

We will not follow Dr. Maclean through his detailed treatment of the various aspects of Highland literature in separate chapters. We hope our readers will be attracted to do so for themselves. The treatment is ample and fair and always interesting. Perhaps most interesting of all is the chapter devoted to a careful review of the Ossian controversy, with a thoughtful estimate of the mental character of Macpherson. Messrs. Blackie have produced the volume in excellent style—a worthy pendant to "The Literature of the Celts."

Reformation and Renaissance, 1377-1610. By J. M. STONE. (Price 16s. net. Duckworth.)

Mr. Stone combines in a single volume—a spacious volume certainly—two great revolutionary movements that the "Cambridge Modern History" has difficulty in disposing of in two still more spacious volumes. His object, is less comprehensive: he takes his stand at the point of view of "the old religion," and represents the various main aspects of the Reformation and the Renaissance in relation to the Catholic Church and to the world at large, as well as their mutual reaction. However one may disagree with the results, one cannot but acknowledge that it is well to have a popular, and at the same time scholarly, presentation of the subject from Mr. Stone's standpoint. The volume is most liberally furnished forth, and the sixteen plates, representing the more notable personages of the two movements, add value and interest to the fluent and perspicuous narrative of events. We do not care to lay much stress of exception on the introductory chapter, which describes at disproportionate length, with considerable irrelevance, and in disjointed form, the condition of Europe at the close of the Middle Ages; nor yet on the frequent interruption of biographical details, anecdotes, or quotations. The personal interest, indeed, gives a more vivid interest to the narrative.

One may well admit that there were many isolated reformers within the Church in Germany and Holland in the fifteenth century, or even that "in Germany the evil state of the Church was largely owing to the evil state of the realm," without accepting such arguments as apologies for the Church. Wycliff's doctrines may have preceded Luther's theses even in Germany, and Geiler may have already preached faith and laid down a precise and clear doctrine of penance and indulgences; but how can such things subvert the essential efficacy of Luther's

work? In connexion with both Luther's and Erasmus's translation of the New Testament, Mr. Stone points to the many earlier editions available, and he pours hot scorn upon Froude for saying that "the living facts of Christianity, the persons of Christ and the Apostles, their history, their lives, their teaching, were revealed to an astonished world" by the version of Erasmus. Not in his text at the point of his criticism, but in the end of his Appendix list of early Bibles, he indicates their precise character: "these Catholic Bibles, all of them translations from the Vulgate." Having brought together these points, we quote a short passage of Prof. Pollard's on Luther in the "Cambridge Modern History," Vol. II., page 164:

The old error that versions of the Scriptures in the vernacular tongues were almost unknown before the Reformation has been often exposed, but it is not so often pointed out that these earlier translations were based on the Vulgate and thus reflected the misconceptions of the Church against which the Reformers protested. It was almost as important that translations into the vernacular should be based on original texts as that there should be translations at all.

It is useless to pursue the narrative of events in England or in other countries: the standpoint of the author continually causes disagreement. Yet there is much interesting matter in the midst of much perversity.

A Student's History of Scotland. By DAVID WATSON RANNIE, M.A. (Price 3s. 6d. Methuen.)

Mr. Rannie, an Oxonian Scotsman, sketches the main features of his country's history "from one definite point of view—namely, the relations between Scotland and England"—for the benefit of young students, and especially of such as already know the elements of English history. This is, no doubt, the main point of view, for the simple reason that, so far as political matters go, England was always on the Border and most usually keen to put a finger in the pie on the northern side; but there does not seem to be any cogent reason why it should be taken as the sole point of view. The attractions of Mary Queen of Scots and of Scottish Protestantism may have deflected other writers from "the main interest of Scottish history"; but the avoidance of these attractions need not deflect anybody else in some other direction. Mr. Rannie's fundamental principle "has obliged him to end his story in 1746, when the Union of Scotland and England was at last made finally secure." So much the worse for his principle. Sir Henry Craik has written the history of Scotland during a century after that date, and a very instructive history, too. Mr. Rannie says "the history of Scotland ceases, and the history of [Great] Britain takes its place"—a theory that we leave him to settle with his fellow-countrymen. However, the early stop gives more space for the period treated, and the important movements and crises are set forth with more than ordinary fullness and in lucid narrative. Mr. Rannie "has striven to tell his story from original sources"; but it is plain—say, from his chapter on the War of Independence—that his critical appreciation of the original sources falls short of the judgments he might have found in some modern "secondary authorities." His political estimates—especially his estimate of the Union and its results—do not always bear the imprint of experienced political thought. Still, the large outlines of fact are well drawn and the general bearings are graphically expounded. The book will be very serviceable for its purpose. There are four very helpful maps.

Siepmann's Primary French Course. Part II. Comprising a Reader, Grammar, and Exercises. (Macmillan.)

There is no need to recapitulate Mr. Siepmann's method, which, for brevity, we may describe as the half-way house between Sir William Smith and Prof. Rippmann. All that need be said is that it is admirably carried out in the present volume. The Reader, consisting of thirty brief passages relating the visit of an English boy to a French boy in Paris, has been specially composed so as to introduce the pupil step by step to grammatical forms and constructions. A story written under such conditions must necessarily bear the same relation to a story with no *arrière pensée* that *bouts rimés* do to poetry; but the author, if he dances in chains, has managed very skilfully to conceal them. Some of the renderings in the vocabulary might be more idiomatic—"when you have passed through the

school; right in the forest; dorsel; official plants"—and *honneur* is given as feminine.

The School Manager's Handbook, 1904-1905. By JOSEPH KING, M.A., Barrister-at-Law. (Edward Arnold.)

This is intended as a handy guide for the management of public elementary schools, with a reprint of the Education Acts of 1902 and 1903 and the full text of the Education Code of 1904. There are really few or no short books on the duties of managers of schools. Many managers who are new to their work often want a guide to help them to understand the Acts, and it seems to have been these considerations which induced the author to write these notes. We certainly think the book is very useful and will supply a want to the class to which it appeals. The letterpress is good and the style is clear and short. The first chapter consists of a useful, yet short, explanation of the different Local Authorities and their respective functions, and the author wisely points out that, though the Local Authority is the same as that under the Local Government Acts, yet all these Authorities will almost certainly have an Education Committee with executive power, with whom the school managers will have to deal directly, and that it will be to the advantage of the managers to promote a good understanding with this Committee. School managers will do well to read Section 6 of the Act of 1902 and Section 2 of the Act of 1903. The former refers to England other than the London area, and lays down the number of managers of the voluntary and the Council schools respectively; while the latter relates to the London area and provides how the number of managers is to be determined by the Borough Council, subject to the consulting of the Local Authority, with the approval of the Board of Education. A very important subject, and one we cannot too strongly impress on the attention of managers, is the proper provision for school buildings, and, in particular, as to light and air. Every part and corner of a school should be fully lighted, and the light should, as far as possible, and especially in class-rooms, be admitted from the left side of the schools. It has been forcibly pointed out that irreparable injury has been done to the eyesight of thousands of children owing to the neglect of these rules. Further, it is important that ventilation should be provided, apart from doors and windows. The above are taken from the rules prescribed by the Board of Education in planning and fitting up elementary schools, and we think the advice most sound and sensible, such as no manager can properly overlook. The book is not intended for specialists in the Education Acts; for these must go to a treatise, such as that of Sir Hugh Owen. But, as a good practical guide for the ordinary man, the manual can be highly recommended.

The Schoolmasters Yearbook and Directory, 1905. (Price 5s. net. Sonnenschein.)

The third issue of this "Yearbook" has grown in bulk and in comprehensiveness. Part I., giving general professional information, now extends to 500 pages, and Part II., with names of masters and lists of schools, to 558 pages. A new feature is particulars as to Minor Local Education Authorities. We have tested the volume in a variety of ways and not once found it lacking. We welcome the enlarged bibliography, but reviews of books seem to us out of place. The selection must be more or less arbitrary. The list of educational publishers has not been brought up to date, and half a dozen of the addresses are wrong. Mr. Humberstone is a most painstaking and accurate editor, and we hope that we may now look on the continuance of the "Yearbook" as assured.

The Teaching of German in Secondary Schools. By E. W. BAGSTER-COLLINS. (Price 6s. 6d. net. Macmillan.)

Mr. Collins, who is adjunct professor in Columbia University, gives the outgrowth of his experience as a teacher and lecturer, which, in its turn, was founded on his observation of teaching in various German schools. The method he recommends is at each stage reasoned out and connected with pedagogic principles. He is himself an eclectic and holds the balance fairly between the new and the old school, laying full emphasis on pronunciation and oral teaching and at the same time insisting that, for American students, the main aim in view must be to read German. It is a work that no teacher of German can afford to neglect.

The History of Art throughout the Ages. An Illustrated Record. By S. REINACH. Translated from the French by FLORENCE SIMMONDS. (Price 10s. net. Heinemann.)

Prof. Reinach's popular lectures, delivered at the École du Louvre, well deserve to be reproduced in English. To cover the history of art from eoliths and the pictures of cave men down to Rodin and John Sargent in a volume of three hundred pages is an impossible task; but it is quite possible to give, as it were, a genealogical tree, to indicate not only the relationship, but also what branches and what members of these branches will best reward further study, and to tell the pupils where to go for materials. Such a work no man is better qualified than Prof. Reinach to execute. In particular, the full bibliographies affixed to each chapter will prove invaluable to the art student. The

book is plentifully illustrated, and, though the insets are on too small a scale to be beautiful in themselves, they suffice to recall the picture to those who have seen it and to indicate roughly the type and character.

The Teaching of History; and other Papers. By H. L. WITHERS. Edited, with Biographical Introduction, by J. H. FOWLER. (Price 4s. 6d. net. Manchester University Press.)

This memorial volume is a grateful, though inadequate, tribute to a remarkable man cut off in the prime of life. His many friends will be glad to have, in a collected form, the chapter Mr. Withers wrote for Mr. P. A. Barnett's volume and other fugitive pieces. Further, the reminiscences of Mr. G. Macdonald and Prof. Alexander bring out different phases of a simple and very lovable character. The letters, on the other hand, are disappointing—genial, sensible, and unaffected, but dealing mainly with the commonplace and revealing nothing of the *vie intime*. The sad fact is that, from various impulses, all of them honourable, Withers was early drawn into the maelstrom of practical life, and, in addition to his professorial duties, undertook an amount of examining, inspecting, and hack work that would have fully occupied the whole time of an ordinary man. The wonder is how he retained to the last his vigour and his freshness, and, though we grieve our loss, we cannot count him unhappy to have perished in the light.

"Library of Devotion."—(1) *A Day Book from the Saints and Fathers.* Edited by JOHN HENRY BURN. (2) *Light, Life, and Love.* Edited by W. R. INGE. (Price 2s. each. Methuen.)

(1) There was room for a really good selection from the rich storehouse of Christian devotional literature such as is here, with excellent taste and discrimination, set forth by Mr. Burn. Mr. Burn's wide acquaintance with Christian literature of all departments has enabled him to compile a truly representative collection of apposite extracts for all the days of the year. Augustine, Ambrose, Chrysostom, Athanasius, Hilary, Ephraim, Thomas à Kempis, Teresa, Jeremy Taylor, Bishop Joseph Hall, and Fénelon are some of the names that appear in the selection. The book may be cordially recommended as an excellent example of its kind.

(2) This volume consists of "selections from the German mystics of the Middle Ages." All Mr. Inge's work has the charm of distinction. The present little volume contains a really admirable *catena* of representative passages from Eckhart, Tauler, Suso, Ruysbroek, and the "Theologia Germanica." This is preceded by an introduction, full of insight and fine exposition, dealing with "The Precursors of the German Mystics" (§ 1), "Meister Eckhart" (§ 2), "Eckhart's Religious Philosophy" (§ 3), "The German Mystics as Guides to Holiness" (§ 4), "Tauler" (§ 5), "Suso" (§ 6), "Ruysbroek" (§ 7), "The 'Theologia Germanica'" (§ 8), "Modern Mysticism" (§ 9), and "Specimens of Modern Mysticism" (§ 10). According to Mr. Inge, "nothing can prevent the religion of the twentieth century from being mystical in type. The strongest wish of a vast number of earnest men and women to-day is for a basis of religious belief which shall rest not upon tradition or external authority or historical evidence, but upon the ascertainable facts of human experience" (page lviii). By all who wish to understand and follow the movement of this vital tendency of modern religion Mr. Inge's book is one to be not merely read, but possessed. It is, besides, full of interest and charm.

"Finsbury Technical Manuals."—*Elementary Telegraphy and Telephony.* By A. CROTCH. (Price 4s. 6d. net. E. & F. N. Spon.)

This very elementary account of telegraphy and telephony will be found useful by operators who desire to know something of the construction and theory of the instruments they use. No knowledge of magnetism or electricity on the part of the student is assumed by the author, and nearly half the book is given up to a very elementary account of these subjects. The remainder of the volume is more technical in character and describes some of the principal instruments in common use and the methods adopted in duplex telegraphy. There are also short chapters dealing with submarine telegraphy and the methods of testing lines for faults. We think that the author might, with advantage, have been more explicit in his statements on pages 8 and 16 regarding steel and its properties: not only are they very vague, but are likely to mislead. The area of a circle is given on page 81 as $2\pi r^2$ instead of πr^2 .

Electricity and Magnetism, Theoretical and Practical. By C. E. ASHFORD. (Price 3s. 6d. Edward Arnold.)

In order to obtain a proper grasp of the principles of magnetism and electricity, it is quite as necessary for the individual student to work through a suitable selection of experiments, qualitative and quantitative, as it is for the beginner in chemistry to work in the laboratory. Mr. Ashford's book is essentially one to be used in the physical laboratory, and is modelled on more or less heuristic lines: those portions of the subject which do not easily lend themselves to this method are dealt with in the usual text-book manner. The apparatus required is throughout very simple and inexpensive. We agree with the author's contention that the early use of the amperemeter and voltmeter should be permitted: every teacher of the subject must be familiar with the vague ideas possessed by most beginners with respect to electrical magnitudes, and these misty notions can only be dispelled by practical

acquaintance with the units. A boy who has worked steadily and intelligently through this book will have laid a sound foundation for more advanced reading in the future.

Electric Lighting and Power Distribution. Vol. II. By W. PERRIN MAYCOCK. (Price 7s. 6d. Whittaker.)

This is the second volume of a comprehensive work on electric engineering which is intended to provide beginners with an elementary text-book covering the requirements of the Ordinary Grade Examination of the City and Guilds of London Institute. The present section deals with dynamos, motors, meters, secondary cells, transformers, and systems of supply. The treatment is simple and the exposition clear, although it must be understood that an acquaintance with the elements of electricity is taken for granted. One of the chief features of the work is the abundance of diagrams and illustrations, which number more than four hundred and are uniformly excellent. We notice, in the text of page 77, that the references to Figs. 34 and 35 should be to Figs. 35 and 36. We think that the inclusion of the processes for the manufacture of calcium carbide and carborundum (page 456) under the heading of "Electrolysis" is misleading to a beginner: in these cases the action which proceeds is merely an ordinary chemical reduction at the high temperature afforded by the electric arc. The work can be thoroughly recommended to that class of student for which it is intended.

Elements of Electromagnetic Theory. By S. J. BARNETT. (Pp. 480; price 12s. 6d. net. Macmillan.)

Advanced students of magnetism and electricity who need a thoroughly good introduction to the fundamental principles of electromagnetic theory will find that this volume supplies their wants in a very satisfactory manner. Naturally, the subject is treated rather from the mathematical than from the experimental standpoint, and the student should supplement his reading by reference to works written from the second point of view. The subject-matter is quite up to date and logically arranged, and the printing and illustrations leave nothing to be desired.

Treatise on Thermodynamics. By Dr. MAX PLANCK. Translated by ALEXANDER OGG. (Price 7s. 6d. net. Longmans.)

The applications of the principles of thermodynamics to physical and chemical problems are so numerous and important that every fairly advanced student of those subjects must have some acquaintance with it. Prof. Planck's work has long been a standard text-book on thermodynamics: it has now been made more accessible to English readers by Dr. Ogg's translation, and is a welcome addition to the rapidly increasing library of translations of standard scientific works by foreign authors.

A Preliminary Course of Practical Physics. By C. E. ASHFORD, M.A. (Edward Arnold.)

The Head Master of the Osborne College has put before us an excellent little handbook and one well adapted for the use of young students who have never yet penetrated the mysteries of a laboratory. As the author explains, the book was first privately printed for use at Harrow and has been used there for about six years. Each boy works through the book in one term, but the time apparently given each week to science at Harrow, as at most of the great public schools, seems absurdly small. However, the book, no doubt, is well suited for its purposes: it provides a large number of easy experiments to be worked out by the student. The description is so complete that it scarcely seems necessary for the learner to derive any knowledge from the teacher. We are glad to see that the author insists strongly on the importance of beginners gaining accuracy and rapidity in both measuring and weighing, and we do not think that there are by any means too many of such experiments included in the book. The apparatus required is simple and inexpensive, and, in the hands of a teacher of experience who may predict the mistakes likely to be made by boys, the book should prove useful and instructive. A feature of the book is that the student enters up in it his results obtained as he goes along, and this obviates the necessity of his having a special note-book with him. We also think that the book will be useful both to mathematicians and physicists who are endeavouring to work their subjects together with some idea of co-ordination, and, if it be for this alone, we certainly advise teachers to get the book and study it.

Botany Rambles. Part II. *In the Summer.* By ELLA THOMSON. (Horace Marshall & Son.)

The writer has now given us the second part of this charming series, and here, too, she discloses her name. As we have before said, she is to be congratulated on the result attained. It is not easy to write a simple book well, but in the book before us we find an interesting and natural description of many of the ordinary objects in the country-side during the summer time, and yet the whole thing is done quite simply. The writer gives us pictures of the well known leaves, such as that of the beech, the oak, and the lime, and explains the various functions of the different parts of the leaf. The manner in which the pear seed is fertilized is well yet simply described, and the writer does well to bring to the minds of young observers the important part in this respect played by bees and other insects as indirect agents as they fly from

blossom to blossom. The writer points out how, in order to get the sunshine, some trees have longer branches near the base than higher up; and, again, how the willow seed, owing to its peculiar construction, is blown by the wind to a distance from the parent tree in order that it may strike root some distance away from the shade of the parent tree; and, again, how in self-defence the holly has stronger prickles lower down than at the top. In conclusion, we may say that this little work is full of good things, simply told, within the compass of not much more than a hundred pages, and we shall be glad to read the succeeding parts in this subject from the writer's pen.

Statutes of Practical Utility passed in 1903. By J. M. LELY, M.A., Barrister-at-Law. (Sweet & Maxwell; Stevens & Sons.)

The author has included, with notes thereon, twenty-four out of the forty-seven public statutes passed in the Session of Parliament which terminated last August. Considering the multiplicity of modern statutes, we scarcely know what the practitioner would do without some such book as this, published annually, for of course it is in continuation of the well known "Chitty's Statutes." The book also contains certain incorporated enactments and selected statutory rules. We are principally concerned with the three Acts dealing with education, of which the principal one is (c. 24) the Education (London) Act, 1903. The Act provides for the application of the Education Act of 1902 to London, and for the management of schools provided by the Local Education Authority, which is now for London the London County Council. The number of the managers and the manner in which schools within any metropolitan borough are to be grouped under one body of managers are determined by the Borough Council after consultation with the London County Council and subject to the approval of the Board of Education. Two-thirds of such body of managers are to be appointed by the Borough Council and one-third by the London County Council. Section 5 enacted with certain reservations that the Act should come into operation on the first of May of this year. And hence from that day the old School Board for London has ceased to exist. The author has conveniently included in the book the Elementary School Code of 1903 to be read in conjunction with the Act. A system of this kind is very beneficial in view of the complicated character of recent educational legislation, and, whatever may be the general opinion as to the principal Act of 1902 and the Act of 1903, we must admit that the general arrangement is excellent. The recent Acts relating to motor cars, pistols, and poor prisoners are also included; but these it would be somewhat outside the scope of the present review to criticize.

The Fourth Dimension. By C. HOWARD HINTON, M.A. (Sonnenschein.)

To the philosophic mind this book is quite fascinating. The author has carried out his task in a pleasant manner. He says himself in the preface that a lack of mathematical knowledge will prove of no disadvantage to the reader; for no mathematical processes of reasoning have been used. He commences with the analogy of the plane world, and takes the reader by inductive processes from plane to solid and from solid to four-dimensional space. The chapters on "The Higher World" and "Evidences for a Fourth Dimension" are particularly stimulating. We are not quite sure that we agree with his application to Kant's "Theory of Existence." The book contains on its frontispiece coloured views of the "tesseract" or the simple hypothetical four-dimensional figure. We can well recommend the book to thoughtful readers.

Bird Life in Wild Wales. By JOHN A. WALPOLE-BOND. (Price 7s. 6d. Fisher Unwin.)

A pleasantly written record of bird-nesting, mostly in diary form, illustrated with photographs by Mr. Oliver Pike. Mr. Walpole-Bond is not only an ardent sportsman but a keen observer, and he contributes much fresh information as to the *habitat* of the kite, raven, buzzard, pied flycatcher, and other rare and fast disappearing species. He is judiciously careful not to betray the exact position of his favourite haunts, and is himself more intent on observing than on collecting. His advice to take a whole clutch of eggs if any at all, on the ground that the birds will then rear a whole second brood, seems to us dangerous doctrine. At any rate, it can only apply to the early season. The table of observations on birds and their nestings seen by the author between March 1 and July 1, 1902, includes 118 species, from the raven, first egg March 1, to the nightjar, first egg June 15.

"Allyn & Bacon's Series of School Histories."—*A History of England.* By CHARLES M. ANDREWS. (7½ x 5 in., pp. x, 588, illustrated; price 6s.)

Mr. Andrews is Professor of History in Bryn Mawr College, and his book is one of a capital series. It tells its story simply, clearly, impartially, and interestingly. It is well informed, accurate, and scholarly; and from the point of view of proportion, perspective, and skilful arrangement of material it deserves a hearty welcome. Prof. Andrews is well aware that his task has been to trace "through a long period of time the career of a people the greater part of whose history is our history, and whose early struggle to win constitutional liberty is

our heritage as well as theirs." This is the right, and indeed the only sane, spirit in which to approach the subject; and it is evenly and equitably maintained throughout. Like most American school books, its general outfit is excellent; but, alas! also like most American school books, it is very heavy to hold in the hand—a fact due to the heavy loading of the paper used. The maps, genealogical tables, illustrations, and list of source books are all that could be desired. At the end of each chapter we are given a full and useful bibliographical note; and the book closes with a helpful list of books for practical use in schools, a chronological table, and a full index. Two characteristics make this book specially welcome and interesting—its complete freedom from the covert sneering and depreciation still to be found, but less frequently than heretofore, in such books when written by citizens of the United States, and the entire absence of that tone of half-conscious self-complacency to be found at times in histories of England written by Englishmen. In fact it recognizes history as history, and not as a weapon of partisan warfare or party politics.

The Wonderful Century: the Age of New Ideas in Science and Invention. New Edition. By ALFRED RUSSELL WALLACE. (7¼ x 5½ in., pp. xii, 527, illustrated; price 7s. 6d. net. Sonnenschein.)

Most of our readers will doubtless already be acquainted with this interesting book. The edition before us has been revised and largely rewritten—to such an extent that it may be looked upon as substantially a new work. The most important addition is that of four new chapters on Astronomy and one on Electricity; while the chapters on Locomotion by Land and Sea, on Photography (especially as regards its application to artistic illustration—e.g., in photogravures and Woodburytype prints), and on Chemistry have been much enlarged and copiously illustrated. The most important omission is that of the very long attack on Vaccination—which, to our mind, was out of place in a book of this kind. And we should not be sorry if in the next edition some more of the chapters of Part II. (which contains the matters entitled "Failures") followed the example of that on Vaccination and departed. There have been more "failures" than those mentioned; and it is not generally agreed that all of those so condemned are failures. The book, as a whole, is very well informed and interestingly written, and most of the 107 illustrations are good in themselves and all are very much to their purpose. It will form a most acceptable present to older boys and girls and to that strange wild-fowl the "general reader." Nor can we recommend it more strongly than by mentioning that it is written by the author of "The Malay Archipelago," "Travels on the Amazon," and "Island Life."

"Bell's Handbook to Continental Churches."—*Bayeux.* By the Rev. R. S. MYLNE, M.A., B.C.L. Oxon., F.R.S. Scots, F.S.A., &c. (G. Bell & Sons.)

So many English and American tourists visit Bayeux that this addition to Messrs. Bell's excellent series of handy guides to Continental churches is sure of a welcome. Following the arrangement of its predecessors, this little volume includes a description of the cathedral and other buildings of interest both in the city and in the immediate neighbourhood, and it has an additional chapter on the tapestry, with a list of the fifty-eight scenes which it represents. The illustrations are numerous and good. The book, however, does not please us so well as most of these guides. Where did Mr. Mylne find that Bishop Odo received the Earldom of Hereford, or that there was an Earl of Harcourt, raiding in Normandy, in the reign of Edward III.? Of the first of these statements we can make nothing. The noble described here as the Earl of Harcourt was Godfrey of Harcourt, Lord of Saint Sauveur, slain in 1356, a son of John III., Count of Harcourt; no Earldom of Harcourt existed until the eighteenth century. The architectural account of the cathedral is less full than could be wished, and too much space is devoted to talk about the sculptures in two panels which, though well worthy of attention, are not of a unique kind. Above all, Mr. Mylne should have written in a more sober and more manly style. His ecstasies and exclamations—"How rich is their workmanship! How exquisite is their design!"—are out of place, and so are such sentences as "Be sure to notice his tiny little toes!" And the same must be said of his wordy method of calling the tourist's attention to the *lanterne des morts*. "What," he writes, "is this odd-looking turret-like little thing? Can it be an old chimney from some nobler edifice of days gone by that has somehow got into this strange position? Are those narrow apertures to let the black smoke escape? No! It is nothing of that kind." These guides are not meant for babies, and should not be written in the style of the sermon on Mother Hubbard.

The Book of Isaiah according to the Septuagint. Translated and Edited by R. R. OTTLEY, M.A. Vol. I., Introduction and Translation, with a Parallel Version from the Hebrew. (Clay.)

This very useful volume consists of a parallel translation of the Hebrew and Greek (LXX.) texts of Isaiah, with short critical notes appended, and preceded by an introduction. The latter (occupying pages 1-58) deals with (a) the early history of the LXX., (b) text of the LXX. in Isaiah, (c) methods of rendering, and (d) differences between the LXX. and the Hebrew. There are some excellent classified

lists, giving details. The text here followed is that of A as against B, which is regarded as (in this book) decidedly of an inferior character (pages 9 and 10). The mixed character of the text attested in all the MSS. is, however, rightly insisted on. To any one who has ever worked at the subject in detail this fact is painfully evident. Even the value of the old Latin as a criterion—so often insisted upon by Mr. Burdett—is doubtful, so elusive and inconsistent are the actual data. The possibility of a truly critical reconstruction of the LXX. text is yet a long way off. Mr. Otley's volume, while not offering any very brilliant or startling results, is scholarly and thorough. The appearance of the second volume, which is to contain the Greek text, with selected variants and full philological and critical notes, will be looked forward to with interest.

Dent's "Modern Language Series."—*Features of French Life.*

Second Part. By FRANK R. ROBERT.

The first chapters are headed—"Money," "Postage," "A Fair Day," "Vintage." These will indicate sufficiently the matter. Illustrations abound; those on post-cards, visiting cards, actual bills are particularly to be commended. There is the usual *questionnaire*, with notes on derivations, &c. The book has been well planned and would furnish, by itself, a good term's work for beginners.

La Mise de la Marquise; et, La Fille du Chanoine. Par E. ABOUT.

Edited by O. B. SUPER. (Price 2s. 6d. Ginn.)

We are glad to see, in a well bound and well printed edition, these two novelettes of About—not too hard French for beginners, but thoroughly idiomatic. Prof. Super has supplied the needful explanatory notes without the usual padding of grammar and a vocabulary.

The Platonic Conception of Immortality. By R. K. GAYE.

(Price 5s. net. Clay & Sons.)

This, the essay which gained the Hare Prize in 1903, was well worth publication. Mr. Gaye attempts to show how Plato's conception of immortality grew out of—and was, as it were, as a corollary to—his theory of ideas; how, in other words, his philosophy—or, rather, his theology—had an ethical basis. Incidentally, he points out the curious similarity between Plato's doctrine and that of Browning. The preface gracefully acknowledges his indebtedness to his teacher, Dr. Henry Jackson.

The Story of English Literature. By ANNA BUCKLAND.

New and Enlarged Edition. (Cassell.)

Since the first edition appeared in 1882 this deservedly popular manual has been reprinted no less than eleven times. There is no attempt at subtlety or profound criticism, but plain common sense is the distinguishing characteristic. The book is brought down to late Victorian times, but, if we are not mistaken, Mrs. Ritchie has the honour of being the only living author mentioned.

Emile et Hélène. A French Primer. By Mrs. J. G. FRAZER.

(Price 1s. Macmillan.)

Mrs. Frazer's name is so well known that it almost suffices to say, "Here's another French play book, as good as the rest." We must add, however, that the book is not all play. The dialogues are followed by a short grammar and exercises. Mrs. Frazer does not believe in "the present fad of all French," but she is so far a convert to the New Method that the exercises are designed to be done orally, not written.

Larousse Dictionnaire complet illustré de la langue française.

(Price 2s. 6d. net. Dent.)

Messrs. Dent have made arrangements with the French publishers whereby they are enabled to supply separately the first part—i.e., the dictionary proper—of "Larousse": in France it is a common noun as much as Bradshaw is in England. We should like to see every pupil in his second year of French study provided with a copy. There would then be no need for the vocabularies of Messrs. Dent's Readers.

The Holy Roman Empire. By JAMES BRYCE. A New Edition, Enlarged and Revised throughout. (Price 7s. 6d. Macmillan.)

No prize essay, we are safe in saying, has ever enjoyed such popularity or passed through so many editions. If we reckon reprints, this is the twentieth, and it has been translated into German, Italian, and French. The chief additions in this last issue are a chapter on the Byzantine Empire and a concluding essay on the constitution of the new German Empire. Prefixed are chronological tables of Emperors and Popes and of important events, which occupy forty-eight pages. We have, besides, three inset maps showing the extent of the Empire at the deaths respectively of Charles the Great, Frederick I., and Maximilian I. The essay has grown into a history, but it keeps its original charm—the clear and strictly defined boundaries of a single idea and institution.

Horace. Vol. I.: *The Odes and Epodes.* With a Commentary by E. C. WICKHAM. (Price 6s. Clarendon Press.)

This edition may be briefly described as the school edition of 1891 brought up to date. The text is that edited by Dean Wickham for "The Oxford Classics," and the notes have been revised in accordance with the author's library edition. We have more than once awarded

Dean Wickham the palm among English commentators on Horace, and in our opinion he still holds it. We would call his attention to Mommsen's interpretation of Ode III. ii., to be found in the last volume of his "Addresses."

History of the High School of Stirling. By A. F. HUTCHINSON.

(Price 21s. Stirling: Eneas Mackay.)

This handsome volume is at once a record of eight centuries of Scottish education and a worthy monument of a distinguished Rector of the High School, who died before the task—which occupied his thoughts during his thirty years of office, and to which he devoted his whole time after his retirement—was quite completed. For a student of the educational history of Scotland—and most of what is best in English education has come to us from Scotland—this monograph is of the greatest value. As Dr. Robertson, in the short accompanying memoir of the author, remarks, this carefully compiled account of Reformation and sub-Reformation schools explains how Scotland so long held the foremost place in Europe in respect of its educated democracy.

The Glamour of the Earth. By G. A. B. DEWAR. (Price 6s. net.

George Allen.)—This is not a book to read straight through, but to browse on here and there at one's pleasure. Those who would revive memories of woods and downs which they have loved should be grateful to a writer who has conveyed, in this record of country sights and sounds, some of the spell cast on him by Mother Earth. The real charm we find in so many of the pages make some opinions expressed in the book the more astonishing. Mr. Dewar tells us he has found more good in the thrush's song at nightfall than in Shelley's "Skylark." We do not quarrel with this plain statement of fact. But there follows: "to rank Shelley's 'Skylark' and 'West Wind' with the bird and the might of melody which inspired him would be to put literature on a level with life, to take the reflection for the substance." We wonder what "literature" and "life" connote here, or whether the writer has ever considered that picture of the poet as one who did

"Nor hear nor see what things they be—

But from these create he can

Forms more real than living Man."

It savours of flattery to say that Mr. Dewar is, if serious, fouling his own nest. The illustrations, by R. V. A. Rouse, are good—in particular, the frontispiece.

The Local Examination Physiography. By W. J. PERRY, M.A., LL.D.

(Kelle Brothers.)

This is an excellent little book and is well adapted for the purpose for which it is written. The facts are put very clearly and the diagrams are clear. It gives the reader all he wants without going too fully into details. At the end there are several papers included which have been from time to time set at the respective Oxford and Cambridge Local Examinations. The three chapters on the atmosphere seem to us to be well worthy of the reader's attention. In reading the book, however, we have been inconvenienced by not seeing the subject of each chapter put clearly at the top of each page.

The Story of the East Country. By E. S. SYMES. (7 × 4¾ in., pp 255; price 1s. 6d. E. Arnold.)

The series of readers of which this book forms one volume is an excellent one. It tells us the story, or stories, of Norfolk, Suffolk, Essex, Hertfordshire, Huntingdonshire, Bedford, Cambridge, and Lincoln—of East Anglia, in fact. Mr. Symes, it would seem, takes down the county histories of these shires, extracts all the most telling and interesting stories, and then weaves them into the story of a small book of 250 pages. The work is excellently done, and makes a most charming reading-book—well printed and tastefully illustrated. We have seen two or three other volumes of the series, and all are admirable. We recommend the series very heartily to all schoolmasters and schoolmistresses. The age of the pupils for whom the books are suitable would appear to be about eleven and over.

A Book of French Songs. Selected and Edited by LOUIS A. BARBÉ. (Price 6d. Blackie.)

M. Barbé gives us in a cheap and convenient form twenty-three of the most familiar French songs and nursery rimes with the music: "The Bridge of Avignon," "The King of Yvetot," "Malbrough on the War-path"—all our old favourites. Those who, like the present reviewer, have marked the beneficent effect of class singing on French pronunciation will wish this song-book the wide popularity that it deserves.

The Addison Temperance Reader. By W. FINNEMORE. (Price 1s. 6d. Addison Publishing Co.)

A very effective "Temperance Reader" for elementary schools. It is, of course, one-sided, and we think it dangerous to quote Scripture without a hint that there is an equal array of texts on the other side; but there is no ranting, and the lessons are, as they should be, mostly in the form of anecdotes. There are useful supplementary chapters on the evils of youthful smoking.

Griechisches Elementarbuch. Von KARL SCHENKL. Nineteenth Revised Edition. (Price 3s. net. Williams & Norgate.)

A Greek accident in German must be a white elephant in England, but we wonder the publishers have not thought it worth while to translate, or better to adapt, a work so well planned and graduated and so justly popular in its land of birth.

An Elementary American History. By D. H. MONTGOMERY. (Illustrated; price 3s. 6d. Ginn.)

Mr. Montgomery is the author of the "Leading Facts of History Series," some volumes of which we know and like. This small book tells, in a short continuous narrative, the history of the United States in a form suitable to the wants of elementary pupils. It seems to us well done.

Messrs. E. J. Arnold (Leeds) send us a set of Registers for Pupil-Teachers. No. 1, price 1s. net, fulfils the requirements of Art. 8 (c); No. 2 (a), (b), (c), of Art. 13 (d). (a), price 2s. net, is a Class Register Record-book; (b), price 1s. net, is a Record of individual conduct and progress; (c) is an Admission Register—500 names 6s. net, 1,000 names 10s. net. The books are on good paper and strongly bound.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, "The Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but "The Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

The Council met on December 17, 1904. Present: Mr. S. H. Butcher (Chairman), Mr. H. Courthope Bowen, Miss H. Busk, Mr. G. F. Daniell, Miss F. Edwards, Mr. C. Granville, Mr. J. R. Langer, Mr. J. W. Longsdon, Mr. F. J. Matheson, Miss E. Newton, Mr. F. Storr, Mrs. J. S. Turner, Mr. W. Trevor Walsh, Prof. Foster Watson, and Mr. J. S. Wise.

The report of the Political Committee on the proposed remodelling of the Teachers' Register was considered, and modified in one or two respects, the decision of the Council being that the following alterations are desirable:—(1) That no additional names be entered on Column A; (2) that the Register consist of a single column, with the following columns appended: (a) Address, (b) Date of Registration, (c) Training Diploma, &c., (d) Academic Qualification, (e) Past Experience, (f) Present Employment; (3) that the minimum academic qualification at starting be the London University Matriculation Examination or its equivalent; (4) that this academic qualification obtain only for three years after its establishment, and that the Board of Education, acting on the advice of the Registration Council, be empowered, from time to time, to raise the standard; (5) that the other qualifications for the permanent Register, as to experience and training, be retained, but so modified as to include primary training colleges and experience in primary schools; (6) that the Regulations be so framed as to admit the registration of University teachers and professors and lecturers in training colleges.

It was also agreed that no difference of type should distinguish graduates from non-graduates on the Register.

[N.B.—A further modification of these proposals was made by Council on February 2. See below.]

A report from a joint sitting of the Finance, Education and Library, and Organizing Committees on the development of the *Teachers' Guild Quarterly* was considered. The report proposed that the *Quarterly* should be priced at 6d. for sale to non-members, and that certain associations be approached to find out whether they are willing to take space in the paper, on certain terms, for the publication of their proceedings. The report was adopted.

A report from the Modern Languages Holiday Courses Committee, setting out further the proposed arrangements for the courses in 1905, was considered. Mrs. J. S. Turner was added to the Committee on their request for the appointment of a lady.

A cordial vote of thanks to Miss H. Busk and Miss Escott, Head Mistress of the Sheffield High School for Girls, who had represented the Guild on the National Council of Women at the York meeting of the National Union of Women Workers, was passed.

Two applicants for membership of the Central Guild and three for membership of the Bournemouth Branch were elected.

The thanks of the Council were voted to the Committee of the Joint Agency for Assistant Masters for the repayment of a substantial part of the sum advanced by the Guild under a guarantee, in 1899, to help meet the deficiency in the accounts of the Agency, the repayment being in the nature of the discharge of a debt of honour, not of legal obligation.

A Congress of members of Council and officers of the Central Guild and Branches was held on January 13, 1905, in University Hall, Gordon Square, London, W.C., under the presidency of the Chairman

and Vice-Chairman of Council. The programme was published in the *Teachers' Guild Quarterly*, Dec., 1904 (pp. 45, 46). There was a good attendance of members of Council and of the Central Guild, but not more than ten branches—viz., Bath, Bradford, Brighton, Croydon, Folkestone, Guernsey, Ipswich, North Wales (Bangor), Oxford, and Worcester and Malvern—were represented, attendance having been found impossible by many officers at that date, when, in several places, the schools had already reopened.

On the subjects of the remuneration and tenure conditions of teachers, the Chairman said that they were questions of great importance to the whole nation. Salaries were too low in primary and in secondary schools, and the supply of teachers was short in both. On the whole, the secondary school teachers were worse off than the primary. Their tenure was precarious, few had any pensions. In some high schools salaries were falling slightly, though the requirements as to qualifications were rising. These conditions were the main causes of the short supply of teachers at the present time. This shortage had been preceded for many years by a fall in the academic qualifications of assistant masters in secondary schools. The case of the women teachers was more alarming still than that of the men. The minimum initial salary should be higher, with frequent increments and a system of pensions. Superannuation should carry a pension with it always. Salaries might be raised in a few cases by an increase of school fees; but the increase must mainly be by rates and Treasury grants; the former was the more likely way just now. This was the time to impress public opinion on these matters. The new Local Authorities were open-minded at present. They should be approached as business men, who would get the article that they wanted if they paid a proper price for it. Men and women of no ordinary personality were required for teaching. We could prove to Local Authorities that present salaries were on an economically unsound basis. The demand for better conditions must not be a trade union demand, but the expression of a national need. Impartial persons outside the teaching profession, as well as teachers, should press home this matter. It would be a national danger if shortage of supply of teachers be made up by a lowering of standard. Very large sums were spent on school buildings and appliances; but these were only externals. The whole structure of education depended on the teachers—the *spiritual* fabric. We must, before it is too late, do what we can to avert a national peril.

The Vice-Chairman emphasized the main points in the Chairman's address, and dwelt on the entirely new relation established between schools and Local Authorities. He found difficulty in seeing how the money for the improvement of salaries was to be provided, as the rates were at breaking point in many areas. We must also remember that grants involve control. He asserted that £150 a year, non-resident, should be the minimum starting salary of assistant masters in secondary schools, and added that, in his experience, provident pension schemes are easier to work than superannuation schemes in ordinary schools.

In the discussion it was pointed out that, by its composition, the Guild is the body best qualified to press the improvement of tenure conditions on school authorities.

The Congress, by a show of hands, was unanimous in support of the proposal of Council to take up this matter on the lines laid down.

The subject of the remodelling of the Teachers' Register was introduced by Mr. H. Courthope Bowen, M.A., Vice-Chairman of the Political Committee, and the Vice-Chairman of Council. Mrs. Bryant, D.Sc., and several others took part in the discussion. Ultimately it was decided to ask the Council to consider the scheme already sketched in the letter which precedes this summary.

By a show of hands the Congress unanimously approved the general idea of remodelling the Register.

Mr. Clifford Granville, B.A., introduced the question of the material reduction of the number of external examinations, and explained the suggestions of the Consultative Committee of the Board of Education for a system of school certificates. The proposed action of the Guild under this head was supported by the whole Congress.

The Chairman of the Education and Library Committee (Mr. G. F. Daniell, B.Sc.) introduced the question of the proposed revival of the work of the Education Society within the Guild, and the part that the Central Guild and Branches can take in this, and the Congress was again unanimous in supporting the scheme.

The questions connected with the internal position and present needs of the Guild were introduced by Miss H. Busk, Chairman of the Organizing Committee and member of the Finance Committee, and the General Secretary, under five heads, as follows:—(1) The financial position of the Guild (with elucidatory tables of figures); (2) the attendance of Branch representatives at Council meetings; (3) the local distribution of Guild publications; (4) the increase of membership by organized local effort in all parts of the Guild; (5) the improvement of the *Teachers' Guild Quarterly*, as the organ of the Guild, by the regular communication of Central Guild and Branch news of all sorts.

A strong appeal was made by Miss Busk for organized local effort to increase membership in order to strengthen the Guild for the new work already approved. Stress was laid on the increase of local interest and influence which would follow on a better attendance of

Branch representatives at Council meetings, and it was urged that the interest of individual members would be greatly increased if all publications of the Guild sent out from the head Office were promptly distributed among all members in every Branch. A suggestion was made that Branches with substantial balances in hand should contribute to general expenses from such balances. The expenditure of the Guild during the last six years was shown to have been kept down scrupulously, with no increase, even where an increase, if possible, would have been most desirable.

It was clearly shown to the Congress that an increase in annual income to the extent of £200 or £250 is necessary if the Guild is to carry on its work at all effectively.

In the interval between the morning and afternoon sittings an excellent luncheon was provided by the House Committee of the Guild, assisted by two or three ladies who kindly gave both time and presents of food.

The Council met again on February 2, 1905. Present: Mr. S. H. Butcher (Chairman), Miss H. Busk, Mr. Collar, Mr. G. Daniell, Miss F. Edwards, Mr. J. R. Langler, Mr. J. W. Longsdon, Mr. F. Matheson, Miss Rigg, Mr. F. Storr, the Rev. A. F. Titherington, Mrs. J. S. Turner, Mr. Arnold Turner, Mr. J. Wise.

The Master of University College, Oxford, the Rev. J. Franck Bright, D.D., was unanimously elected President of the Guild for the year 1905 in succession to Sir Oliver Lodge.

Sixteen applicants for membership were elected: Central Guild, 7; Branches, Bath and East Somerset, 6; Ipswich, 1; Manchester, 2.

Miss H. Busk, Miss Edwards, Mr. Matheson, and Miss Newton were appointed as the representatives of the Teachers' Guild on the Committee of the Joint Agency for Women Teachers for the year 1905.

Miss H. Busk and Mr. Daniell were appointed as delegates of the Guild to the Conference on School Hygiene in the University of London.

Miss Hill, Head Mistress of the High School for Girls, Peterborough, was appointed a Local Correspondent of the Guild for Peterborough.

The thanks of Council were unanimously accorded to the ladies who had provided the luncheon at the Congress without any cost to the Guild.

In accordance with a request of the Congress on January 13, initiated by Mrs. Bryant, the Council reconsidered their suggestions as to the remodelling of the Teachers' Register. It was decided to modify the scheme set out at the last meeting of Council by establishing a distinction between two standards of academic qualification, the higher being that of a University degree, or its equivalent; the lower, that of the ordinary Honours Certificate of the Cambridge Higher Local Examination or of the Intermediate Examination in Arts and Science of the University of London, or of the Government Certificate Examination for Teachers in Elementary Schools.

It was decided to send out a circular letter, submitted by the Organizing Committee, embodying the programme set out before the Congress, to the officers and all members of committees of the Central Guild and Branches, with a view to securing united work in all parts of the Guild in support of the programme. The letter contained suggestions as to the action to be taken in different localities, and was signed by the Chairman and Vice-Chairman of Council. It was also decided to send a short summary of the proceedings of the Congress with the circular letter.

Permission was given to the Holiday Resorts Committee to publish "Holiday Resorts" on March 15 in the present year, and on June 15 in 1906. The latter date will probably be the regular one after 1905.

CENTRAL GUILD—LONDON SECTIONS.

A. *Saturday, May 20.*—At Aske's Haberdashers' School, Westbere Road, West Hampstead. Social afternoon, from 3.30. Section C. invited.

C. *Monday, March 27.*—At 81, Priory Road, West Hampstead, N.W. Lecture by H. B. Garrod, on "The Desirability of teaching Classical Mythology and Antiquities to School Pupils who do not study Greek and Latin."

D. *Friday, March 17.*—At Bedford College, York Place, Baker Street, W. Conjoint Meeting. Limited number of tickets in hands of Hon. Secretaries of the different Sections. Lecture by the Rev. Canon Beeching, Litt.D., on "The Spiritual Teaching of Shakespeare." 8.15 p.m.

E. *Tuesday, April 11.*—Visit to the Royal Drawing Society's Exhibition at 50 Queen Anne's Gate, S.W., with a "Talk" by T. R. Ablett, Esq., Hon. Director.

Friday, May 19.—At 133 Queen's Gate, S.W. Lecture on "Parasitism," by A. Beresford Kingsford, Esq., M.R.C.S. 8 p.m.

BRANCHES.

Ipswich.—The members of this Branch met at the High School, Ipswich, on Saturday, February 18. Miss E. B. Harrison, Head Mistress of the Endowed School for Girls, and Vice-President of the Association, presided over a large gathering, which included Miss Bentinck-Smith, M.A., Girton College, Cambridge; Miss E. J. Notcutt, Ipswich High School; Mr. T. E. Cattell, Head Master, Boys' Middle

School; Mr. K. Stuart, B.A., Northgate School; Mr. Lawrence P. Andrews-Bligh; Mr. Ashton, Higher Elementary School; Miss Kennett, Head Mistress of the High School; Mr. Pridden; and others. The chief feature of the meeting was a paper on "The Teaching of Modern Languages," read by Miss Bentinck-Smith, M.A., Director of Studies and Lecturer in Mediæval and Modern Languages at Girton College, Cambridge. At the outset, she expressed disinclination to appear as the champion of any special theory of teaching modern languages. The teacher must be an artist, and not a mere copyist. Uniformity of method is as undesirable in teaching as in dress or religion, which is not equivalent to asserting that it neither matters how you teach nor how you dress nor what you believe. The ideal to be attained was that a modern language pupil should be provided with a sufficient knowledge of the language he had taken up, that when he left school he could read it well enough to keep up his interest in it. We did not know a foreign language properly unless we could express our thoughts in it. If it was impossible to get pupils to be perfect in the expression of their own ideas in a foreign language, one should aim at increasing their capacity to appreciate the thoughts of others; or, to put it plainly, turn them out more proficient readers. The best method of teaching was the conversational, or oral one, so that the child should learn to speak phonetically, before learning either to read or write ordinary script. Oral teaching was a *sine qua non* of all modern language teaching. As to the teacher, no one should be appointed unless he could speak the mother tongue of the country he was in; in other words, in English schools modern languages should be taught by English tutors who have gone through a University training. In reference to the custom of announcing set books for examinations, Miss Bentinck-Smith considered them to be the bane of all true literary training or culture. Set books were in the main a test of memory, and memory was not the faculty that required the most development in the child. Teachers of modern languages must go abroad from time to time to refresh their studies, and in order to accomplish this, higher salaries should be paid to them. Apart from foreign languages, what did the child know about his own tongue? It was the parent's duty to cultivate the children's taste for a love of good books, so that as they grew up they would avoid the trash which was so generally read. In summing up her remarks, the speaker said that, in her opinion, the teaching of French, German, and English should run on parallel lines. In each language, the best method of obtaining the child's interest, and of so getting it to learn, was the conversational method. A number of those present took part in a discussion on the paper which had been read, and Miss Bentinck-Smith replied, criticizing their remarks. Mr. T. E. Cattell proposed a vote of thanks to Miss Bentinck-Smith, which was seconded and duly carried. The company were subsequently entertained to tea.

Salop.—A delightful evening was spent by the members of the Salop Branch at the Girls' High School on Friday, February 10, when Mr. J. L. Paton (High Master of Manchester Grammar School), who was modestly announced to read a paper on "Boys' Hobbies," gave an illuminating and charming address covering a very wide range of thought and of great practical benefit to educationists. The Rev. Prebendary Moss presided, and included in the company were Mrs. Moss, Miss Wise, the Rev. J. C. and Mrs. Street, the Rev. T. and Mrs. Townsend, the Rev. R. L. Franks, Dr. Calvert, Mr. T. E. Pickering (Hon. Secretary), &c. The Chairman said it was a peculiar pleasure to him to introduce his old pupil, Mr. Paton. He always associated Mr. Paton with the removal of the school—not that he exactly removed the school—but because he was head boy at the time the school was moved, and was present on that great occasion when the school was formally opened. At Cambridge Mr. Paton carried all before him: he was head of his year, was as near Senior Classic as was possible in these days, these evil days of reform, and since then his name had been conspicuous at Rugby and now in Manchester for the extraordinary success he had obtained with his boys. But, as Mr. Paton was touched with that modesty which was peculiarly natural to Salopians, he would say no more. Mr. Paton defined a hobby as, first, a thing we do by way of a change from our routine occupation, and, secondly, a thing we do with pleasure. Hobbies must be active—a passive thing may not be counted as a hobby. Smoking, for instance, is not a hobby: it is merely a survival of that childish instinct which makes us want to pull at something in our mouths. Dealing with some boys' hobbies, Mr. Paton had much praise to give to stamp collecting, and he especially commended it to aspirants to the teaching profession, because it involved an enormous deal of patience and perseverance. Secondly, it seemed to him that it made a demand on the powers of nice observation and discrimination, and at the same time—a necessary corollary—on the powers of classification. It also taught the boys geography and gave them knowledge about the exchange value of coins, and indirectly about history, both contemporary history and the history of the past. But there was another side: like so many of our amusements in England, unfortunately, it had become a business, and whenever a thing became a business, whether in betting or professionalism, true sport went out of the window. But what he really wanted to discuss was what ought to be the attitude of teachers towards hobbies—teachers and parents, because for purposes of education they two must work

together. Of course, work was work, and a hobby was a hobby; Nero was an example of a man who overdid his hobby at an inopportune time. Teachers themselves were not perfect: a certain class thought wisdom began with them and ended with them. They were rather apt to presume, especially now that they were trying to map things out, that boys did not know anything except what they were taught; there was a danger at the present time that the machinery of education might make such increasing demands upon the child that the machine might be more and more, and the boy and girl might be less and less. Class work was, of course, necessary, but, considering what the increase of subjects had been in the curriculum, considering how even from the nursery the child was subjected to continual examinations, realizing how frightfully systematic our games had become, he thought they would agree with him that there was a real danger that the spontaneous life of the child might be sacrificed to the machinery, that it might lose much of its individuality, that it might have so much of its time mapped out and determined for it that it might lose through sheer atrophy the power of mapping out its own time and determining the object of its efforts. The mind needed its play as well as the body, and the hobby was the play of the mind. He would urge that the hobby had its educational value. In regard thereto we thought that the teacher and the parent should stand behind the scenes, and neither prescribe nor proscribe, nor find fault if boys frequently changed their hobbies. Many parents did find fault—of course, teachers were too wise—if boys chopped and changed; but it was only natural on the part of the boy. He wished to find out what he liked best, and it was all useful experience. Therefore they should not blame a boy if he was fickle with his hobby; neither should they presume, if he took up photography very vehemently, that it was worth while buying him an expensive camera. Even if the hobby took time which otherwise would be devoted to lessons, it was worth it, because from the play of spontaneous activity the mind got a freshness and an edge which otherwise it would lack. After speaking of the value of collections of plants, butterflies, shells, beetles, &c., as a means of opening lads' eyes to Nature in a way nothing else can, and saying a special word in favour of pets, Mr. Paton went on to say that there was a vandalism in boys, and even in adults where he came from, which seemed to him to be the result of a certain *lacuna* in childhood. It was the inalienable right of every child to be bred on the farm. Our usual method by which we tried to make up for the natural birthright of the child was repression, preaching, and punishment. That vandalism seemed to him to be the result of flying in the face of Nature—as the Greeks would put it, "fighting against God." Our cities were negations of what a child should have as a playground of its early life. In that dirty-mindedness which pervaded every set of boys, to a certain extent, he found those boys most free from it who had been brought up on farms and had known in an open and natural way the processes of Nature. Other points the speaker impressed were that the child should do all the work in connexion with his hobbies, and that the use of a hobby to a boy was in inverse proportion to the amount of money his father had spent on it. The more it represented of Tommy's own work and the less of his father's cash, the more educational value it would have. It was a mistake to judge by actual, tangible, visible results: the results must be looked for in the boy himself. The question to be asked was: What good has he got from doing it? and, also: What harm has it kept him from doing? Of course, it was possible that the hobby might not give pleasure to other people. Spurgeon was once asked whether it was possible that a trombone player might also be a Christian. With the strong common sense which characterized him, the great Nonconformist divine replied that he was positive that a trombone player might also be a Christian, but he was not at all certain that it was possible for the man who lived next door to a trombone player to be a Christian. A hobby, like virtue, was its own reward; but very frequently it supplied, if not an answer, at any rate a clue to the answer, to that perplexing problem, What shall we do with our boys? Charles Darwin's real self was in the greenhouse and garden rather than in the Latin verses and Greek iambs they tried to grind into him in Shrewsbury School, and he had known many instances where the hobby had determined the future career of the man. That which most distinctly stamped a child's own separate personality was the use it made of its own leisure time, when it was its own master—in a word, its hobby. That distinctive personality was the salt which seasoned the whole of life and its activities. Individualism was the corruption which destroyed life, and individuality was the salt which preserved it.—Prebendary Moss made some comments on Mr. Paton's paper, and proposed a vote of thanks to him, and to Miss Wise for receiving the meeting. Mr. Thomson seconded the proposal, which was carried with enthusiasm.

Three Towns.—On December 2, 1904, Mr. Alonzo J. Rider presided at a meeting of the Three Towns Branch at the Athenæum, Plymouth, when Mr. G. P. Dymond, of the Hoe Grammar School, read a paper on "Sidelights on American Education." Mr. Dymond said a careful examination of current articles in the American press led one to the conviction that there were many earnest-minded observers on the other side of the Atlantic who were by no means satisfied that all was as well

as the average American would have them believe. The defects of the educational problem in America were (1) the excess of manual training in schools, which led to "that dilution of scholarship which comes from the effort to teach a great many subjects in a limited time"; (2) lack of thoroughness in education; (3) insufficient development of the intellectual powers. The instinct of the true educationist was apparent when he insisted that the best service which could be rendered by the schools of the people was to teach men to think; for right thinking lay at the base of all right progress. It was interesting, and somewhat surprising, to find that the curriculum which the head of an American institute of technology advocated as especially calculated to fit a lad for subsequent training in those manual arts in which the American was generally supposed to excel was precisely that which for some years past had been in vogue in English secondary schools. The question of thoroughness was greatly exercising the American mind. Constant complaints were made in the American papers that the children were taught all sorts of "frills," but could not write or spell. One writer said the American pupils left school ignorant of what every one ought to know, and incompetent for the things that every one had to do. Indignation meetings had been held in some places in the United States to protest against the laxity of teachers with regard to some of the elementary subjects. It was noted, on the authority of Mr. W. Fletcher (of the Mosely Commission), that when the age of eighteen was mentioned in America as regards the school life it practically meant sixteen according to the English standard. It was of supreme interest that this eminently practical nation was waking up to the necessity of prolonging a boy's education. America had realized more widely than ourselves that educational short-cuts were a failure. It was constantly stated that there was no religious question in America, but a shrewdly observant Englishman who for some years had been residing in the United States wrote: "The Americans themselves have not by any means solved the question of religious education. There is powerful control over some of the leading Universities. There is beginning a very vigorous agitation for the teaching of the Bible in the common schools, which will mean mischief in a country of such heterogeneous religion as this." The Mosely Commission's report was only a partial one on the existing state of the educational life of America. There were points on which America had much to learn from England. In England, therefore, they must be careful lest in their new-found zeal for rooting up the tares they rooted up the wheat also. At the same time, it would be arrant folly to remain blind to some of the excellences of the American system. Mr. Coward had summarized what we may learn from America, emphasizing the following points:—(1) That the utmost should be done in the way of equipment and efficiency for the elementary schools; (2) that secondary schools be thoroughly organized, new schools established where necessary, and existing ones improved and controlled as much as possible; (3) that the passage from the primary to the secondary school be made as easy as possible; (4) improve evening and technical schools; (5) unite teachers of all kinds into one great profession, and train them well; (6) extend the usefulness of existing Universities and University colleges and provide new ones; (7) encourage inquiry and experiment, and secure the co-operation of other authorities with the school authorities. Mr. A. Edmund Spender, as a member of the Mosely Commission, hoped it would not be forgotten that the report did not pretend to deal in the fullest degree with the question of education. It could not be expected that the report would be absolutely perfect; the time at the disposal of the Commission was limited. He devoted the whole of his time to reformatory work and truant schools, but he did not go there to criticize, but to find out what was best. It was a question whether the time had not come for this country to turn its attention more to the training of our lads, especially in preparation for their professions in life. Competition in commerce between nations was becoming keener every day. Many of our boys did not receive the education that they should have, and it was not given through the right channel. Training up boys with the ideal of business was training them instinctively to look ahead to the days of manhood. He regretted that there were to be found a large number of boys who appeared to have no intention in life; who appeared to be drifting into the condition of supposing that it would be all right by-and-by. That was not the right path, especially when they realized the great commercial competition going on between nations. He also regretted to see that in Plymouth and other places the night schools were not so properly appreciated as they should be. That was made a very important point in America, where they would find that when the boys and girls left work they made their way to the night schools to learn something. One of the weaknesses in the educational system in America was the absence of any definite criterion or definite status. Each State worked independently; each had its own line or idea as regards education. There was no central point; but the Americans were now giving attention to this. He felt extremely glad that Mr. Quiller Couch had in an indefinite way suggested the necessity for a University in Cornwall. It might be wise if such a class of University, not altogether on too large or too expensive a scale, was started in various parts of England, where the youths could finish their education.

At the same time, such Universities should be under some central control—perhaps in London. One of the weaknesses in America was the inequality of the teachers, entirely due to the fact that they were so inadequately paid, and there was no scope given to them. He did not suppose teachers took up the profession with the idea of becoming millionaires, but it was not quite fair that they should be inadequately paid. Was it wise to spend extravagant sums upon the picturesque and the ornamental in the buildings, the material, and then very inadequately to pay the brain? Americans were also turning their attention to that matter, and he thought that within the next ten years they would have brought about a remedy to some extent.—An interesting discussion followed, in which the Rev. J. M. Hodge, Mr. G. Michell, Mr. T. P. Treglohan, and the Chairman took part.—Mr. Dymond was heartily thanked for his paper.

IN OLD TOURAINE.

(REMINISCENT OF THE TEACHERS' GUILD FRENCH COURSE AT TOURS.)

ERSTWHILE, my castles have been built in Spain,
The airy visions of my brain ;

But I have been to France, and there
Have found *châteaux* as rich and rare
In Old Touraine.

No fancy-fashioned fabrics of a dream,
But time-defying, so they seem,
These regal relics of Old France,
The scenes of love and death and dance,
And swords a-gleam.

When the rude rule of force began to wane
Learning reborn, in Francis' train,
War's spoil, from Italy was brought,
And ever grew while still she taught
In Old Touraine.

Azay-le-Rideau, Amboise, Blois, Langeais,
Chaumont, Chenonceaux mark the way
She followed through the fertile land ;
Her monuments on ev'ry hand
We see to-day.

Here kings are courtiers, and, loving, deign
To stoop to conquer, nor in vain ;
For gallantry is virtue when
Women in morals match the men
In Old Touraine.

Here meet the middle and the modern age,
On history's brightly painted page,
Where women rule and love holds sway,
Death hath no terrors, life is gay,
And passions rage.

Here, still unwarned of all her later pain,
Bright Marie Stuart lives again
For us ; a child with woman's wit,
Learning to make the most of it
In Old Touraine.

Cold, crafty, cruel Catherine is there ;
Diana, calculating, fair ;
Agnes, more loving, not less frail,
And Joan, as pure as is the Grail,
Teach kings to dare.

Here Guise, the scarred, the man of force and brain,
The giddy summit strove to gain,
Till the throne tottered at his breath ;
So he was basely done to death
In Old Touraine.

And thus the pageant strides before our eyes,
Great figures, garbed in diverse guise,
The cunning, martial, callous, fair,
The cowering crowd, the few that dare,
The fools, the wise.

As background for these dead who live again,
From moated keep to tapering vane,
Stand the grey walls in strength and grace,
Stone-written stories of the race,
In Old Touraine.

F. J. M.

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OCCASIONAL NOTES.

DURING the last month the Registration Council has been in a state of suspended animation, but by a Minute in Council it is now resuscitated for another year, to date from March 6. The Board of Education models itself on the policy of the Government, and lives from hand to mouth. We must wait yet another month or more for the report of the Registration Council for 1904, of which, we are informed, the Board has not yet seen fit to sanction the publication. Meanwhile we can only repeat our former criticism, that we are no nearer the establishment of a Register of Teachers, "in which the name of every registered teacher shall be set forth in alphabetical order," and which "shall be published annually," "by virtue of Section 4 of the Board of Education Act, 1899," than we were in 1902. We may further point out that, unless the Board face the situation, and set to work at once to provide a new scheme, the Register in a given time will assuredly collapse of itself, and perish of inanition. In March, 1906, the temporary conditions of registration cease to be operative, and under the permanent conditions only 150 women and 4 men have hitherto been registered. Sir John Gorst told the House that the Register was intended to be, and would be, self-supporting; but, even if the number of teachers who can satisfy the permanent requirements were quadrupled (and the provision of training for secondary masters is almost at a standstill), it is clear that an income of £200 a year will not cover office expenses, to say nothing of publication. Column A is a cardboard figment; Supplemental Registers are postponed *sine die*; and, unless something is done, and that quickly, Column B will likewise end in a *fiasco*.

THE resignation of Dr. Warre has let loose a flood of coffee-house babble in the *National Review* and the daily press, with which we need not concern ourselves.

Eton.

We cannot, however, dismiss it with the cheery optimism of the *Spectator* (Mar. 11).

That there is a difficulty in finding a successor to Dr. Warre does not prove that Dr. Warre was an ideal head master. To say that "in the matter of sanitation Eton is not worse than other great schools" is not tantamount to giving it a clean bill of health. It ought to be better. "The ventilation of a schoolroom is a small thing compared with the atmosphere of a school." True, but Eton's most loyal sons do not bear out the assumption that the "atmosphere" of the school leaves nothing to be desired. "It must be frankly admitted that the intellectual standard maintained at the English public schools is low; and, what is more serious, I do not see any evidence that it is tending to become higher. . . . We send out from our public schools year after year many boys who hate knowledge, and think books dreary; who are perfectly self-satisfied and entirely ignorant. What is worse, not ignorant in a wholesome and humble manner, but arrogantly and contemptuously ignorant—not only satisfied to be so, but thinking it ridiculous and almost unmanly that a young man should be anything else." Such is the judgment of a singularly sane, and at the same time sympathetic, critic who was for eighteen years an Eton master. Dr. Warre has worthily carried on the traditions of Eton, but we hope that his successor will not be content "stare super antiquas vias."

THE enforced resignation of Mr. A. T. Pollard at an age which for a head master would be considered the prime of life is an event which calls for comment not only on account of the withdrawal of a distinguished member from the profession, but as raising in a concrete form vexed questions of tenure and school administration. The facts of the case are simple and, though variously interpreted, undisputed. The Governors of the City of London School are the Court of Common Council, who appoint not only the Head Master, but the assistants. As a consequence of this arrangement there has, of recent years, been considerable friction between the Head Master and certain members of his staff, and the whole matter was referred to a Special Inquiry Committee. The Committee recommended that Mr. Pollard be offered a retiring pension of £500 a year, but the terms of the report were such that Mr. Pollard felt compelled to decline the settlement. At a meeting of the Court of Common Council Mr. Pollard was heard. He convinced the Court of the justice of his objection, and the Town Clerk was instructed to draft a letter stating that the adoption of the report conveyed no reflection upon Mr. Pollard's scholastic attainments or his administrative capacities. It should be added that a letter, signed by twenty-seven out of thirty-one of the staff, was addressed to Mr. Pollard stating that, as far as the signatories were concerned, their relations to the Head Master had been "of a most friendly and harmonious character."

ON the personal side there is nothing to add except to congratulate Mr. Pollard on a successful vindication of his professional character and to wish him equal success in another place. The moral to be drawn from the case seems to us no less plain. While protesting against the irresponsible autocracy which English head masters generally enjoy, especially in the matter of dismissal of assistants, we have still maintained that the appointment should, at least in the

first instance, rest wholly in their hands. Whether these appointments should be only temporary, for a period of one or two years, the subsequent permanent appointment resting with the governing body, as we have recommended, or, as was recommended in the joint resolution of the Head Masters and Assistants, the head master should be empowered to act as agent of the governing body while the assistant holds office from and under the governing body, is comparatively a matter of indifference. The more thorny question of dismissal of assistants does not here arise; but, as suggesting the desirability of a right of appeal in the case of dismissed head masters, Mr. Thomas Allen will doubtless make a note.

ON the matter of fees in secondary schools the Board of Education have been compelled to climb down. This may perhaps be taken to mean that Mr. Morant, with the Local Authorities at his back, has been able to convince Sir William Anson that the previous attitude of the Board was impossible. We are now informed that

**Fees
in Secondary
Schools.**

the case of each school will be judged on its own merits, in accordance with local circumstances. The minimum fee of £3 and the maximum proportion of 25 per cent. free places will not be rigidly insisted upon, when such insistence would prove a hardship in the locality. We do feel that a danger exists lest secondary education should be so cheapened that it may lose some of its best and most distinctive qualities. We have advocated a fee of £6 as a minimum, and have expressed the belief that the needs of the locality for cheaper education could be met by the establishment of sufficient scholarships. This position is, we believe, unassailable with regard to schools that have been generally known as secondary. There remains a distinct difficulty, however, in respect to the class of school in large towns formerly known as higher-grade. These schools, partly to secure the higher grant, prefer to become secondary rather than higher elementary. The conditions are such that either they must consist of free places entirely or they must have a very low fee, lower even than £3.

THE Local Authorities are jubilant that they have again defeated the Board; and indeed it does not seem that the Central Authority has any legal power under the Act to interfere in the question of school fees.

Safeguards.

The Local Authority provides the school, and is bound to meet the deficit. It is, therefore, to the interest of the Authority to charge parents as high a fee as local circumstances make possible. Whatever the parents pay is so much saved to the ratepayer. But, admitted that the Board had, in fixing a minimum fee, overstepped their powers, it does not follow that the Board are unable to enforce a high standard of secondary education. The Board can withhold grants from such schools as do not come up to the standard fixed. If a school, as a result of low fees, is managed in an unsatisfactory way; if the staff is badly paid, and consequently inefficient; if the children do not stay long enough to profit by the school course, or if they are intellectually unfit on admission, the Board have their remedy. They can insist that secondary education means a definite course of study pursued until the age of sixteen at the lowest. This education ought to be open to every child whose parents can pay the fees, or whose intellectual promise is such that it would pay the country to educate that child as a national investment.

THE Inter-Departmental Committee appointed by Lord Londonderry to report on underfed school-children cannot be regarded otherwise than as an evasion of the

**Underfed Children
and Whitehall.**

question by a "not very brave Government." The facts were sufficiently elicited by the Physical Deterioration Commission, and, well qualified as are the members of the new Committee, which includes Mr. Cyril Jackson and Miss Maude Lawrence, they can add little fresh information to the Report of the Commission, though they may arrive at different conclusions. The Commission, it will be remembered, recommended a regular medical inspection of all schools and provision of meals at the public cost to underfed children under certain guarded conditions. We can see no possible reason why the first of these recommendations should not have been at once carried out by the Board of Education. As to free meals, there is no need to repeat the views we have recently expressed. It seems to us that the limitation introduced in the terms of reference, "without any charge upon the public funds," will render the inquiry wholly nugatory. Sir John Gorst's position is impregnable. The first duty of the State is to see that no children are starved, and to force learning down the throats of starving children is to offer stones for bread. The second duty is to bring home to parents the responsibility for their children. Sir John Gorst believes that he has solved the equation, and found the way both to feed the children and to make the parents pay. Sir William Anson has an open mind—that is, according to Mr. Chamberlain, an empty mind—and he waits for the Whitehall staff to give him ideas. Not a very brave Government!

THE scheme for School Certificates issued by the Cambridge Local Examinations Syndicate is quite in accordance with the proposals of the Consultative Committee, and we welcome it as an anticipation of a national scheme, and one that can easily be dovetailed with such a scheme when it is formed. The new departure is that Certificates will be granted only to pupils in approved schools. To be approved a school must either have been inspected by the Syndicate or recognized by the Board of Education. The schedule of examination subjects is well considered, and holds the balance fairly between the humanities and science. Both Junior and Senior candidates are required to pass in arithmetic, English language and literature, and one foreign language. In the alternative subjects, language seems to us to have hardly its fair share. The science boy may pass on religious knowledge only, in addition to his science, but the classical boy will be compelled to take one section of higher mathematics or of science, and, if he takes French, his Latin and Greek will not count. We think that for the Senior Certificate two languages might be demanded.

THE Board of Education has recently been subjected to criticism of all kinds, much of it just and much of it arbitrary and captious. We should like to submit a protest against the delays in the publication of returns and in the payment of grants. The whisky-money return for the year ending March 31, 1903, was published in January, 1905, and the list of grants to secondary schools for the year 1902-3 is still unpublished. New regulations for pupil-teachers and secondary schools were published in July last, a few weeks before they came into operation. Forms, such as those for local scholarships, were still at the printers' a few weeks before the date for their return duly filled up. A few weeks ago Mr. Soares asked whether Sir William Anson was aware of the inconvenience to Local Authorities caused by the delay in the payment of annual and fee grants, the payments being several months

**Delays
at the Board.**

overdue. The Parliamentary Secretary pleaded "special pressure"—an excuse which, it may be hoped, will not be heard again. Lastly it may be noted that the names of the new Inspectors for Secondary Schools, who take office on April 1, have not yet been published.

WHILE we are constantly animadverting on the multiplicity of examinations, and suggesting the suppression of some and the amalgamation of others, it may seem strange to hear that yet another examination board has been formed. Yet we cannot refuse a welcome to it, as it deals with a side of work that has been neglected in the past. The Board in question proposes to give certificates of efficiency to those who want to teach hand and eye work in schools. The aim is therefore distinct from the aims of the City and Guilds Institute, whose manual examinations are directed towards the encouragement of a scientific attitude on the part of skilled artisans rather than teachers. So far from objecting, we regret that the Board of Education have not seen their way to absorb this new body. They have, however, "recognized" the examination, and appointed two of their inspectors to seats upon the Council—Mr. Legard and Mr. Marvin. Mr. Dyke Acland is President, and many other influential persons are associated in the work. Particulars can be had from the Hon. Secretary, Mr. John Cooke, at 4 Bloomsbury Square.

SOME of our contemporaries shake their heads over the insufficiency of the London County Council, with its comparatively limited membership, to deal adequately with the mass of educational business that comes before it. These argue that the control of the schools will fall more and more into the hands of permanent officials. We admit the likelihood, and indeed the inevitability, of this result; but we do not admit that any disastrous consequences are bound to follow. On the contrary, we would ask if any but trained experts are capable of visiting schools and bringing away useful information. The Board of Education consists almost entirely of permanent officials. For the action of these Sir William Anson is responsible to Parliament. In the same way the members of the London Education Committee are responsible to the Council—a body that is proportionately less occupied than the House of Commons. Mr. John Burns is uneasy at the increase of the London inspectorate, and perhaps he fancies he has checked the forward policy of Mr. Sidney Webb in this direction. But, if the members of the Council are no clearer than the reporters of those papers which aim at correct accounts of the proceedings, they may be unaware of what is happening. An advertisement that still continues to appear states that four divisional inspectors will be appointed at salaries of £600, rising to £800. According to the newspapers, this proposal was defeated.

IN London the county rate for general purposes is to be 1s. 5d. in the £ for the coming year; for education it is to be 1s. 6d. Of course, this announcement has created some alarm. Wild and exaggerated criticisms are made upon the Council's extravagance. It is natural enough; and yet it is quite obvious to any observer that a further increase is inevitable. Putting aside the expenditure on secondary schools, which must mean a large and growing annual cost above and beyond Imperial grants, and neglecting the additional sums required for the training of teachers, in spite of the increased liberality of the Treasury, there must before long be a reorganization of primary education which will almost double its cost. One of Prof. Sadler's five

points which he made the other day at Liverpool is this: smaller classes and more individual attention in the elementary schools. We all admit the need, and we must be prepared to face the cost. Children in the elementary schools have another claim which will eventually have to be met: they need play-grounds. The playing fields of Eton are, of course, a dream that cannot be realized by poorer schools; but the need for suitable physical training is as acute in the elementary schools of large towns as it is anywhere. The need will have to be met, and its provision means money. The ratepayer must be still further bled; the first thing to be done is to convince him that such expenditure is an investment that will bring in a good return.

LORD LONDONDERRY does not claim to be an expert in the teaching of art, and his remarks at Leeds, where he opened a loan exhibition of pupils' work from the Geneva School of Industrial Arts, were carefully non-committal. But Whitehall can learn a lesson from Geneva no less than the Local Authorities in England. Some time ago the West Riding Education Committee sent its art masters to study the Geneva system, and the report of their impressions has been widely circulated. This visit has been followed up by the exhibition that Lord Londonderry opened. Curiosity may be expressed as to whether the auditor will pass the expenditure or whether the ratepayer will leave it uncriticized. But perhaps the cost has been met by subscriptions from members of the Committee. In any case, the exhibition and the events that led up to it will do much good. The especial lesson, it seems, to be learnt from Geneva is the need and the possibility of co-ordinating the teaching of art from the beginnings in the kindergartens to the finished work in the schools of industrial design. Now that education is under one authority it is possible in England to plan a properly graded course of instruction in art. This means the appointment of an art inspector for each district who will have authority over the various grades of schools in the locality.

ASSISTANT masters may congratulate themselves upon the friendly reception by the Sheffield Education Committee of a deputation from the West Riding Branch of the Assistant Masters' Association. The object of the deputation was to show that the interests of secondary education demanded greater security of tenure, increased salaries, and the provision of retiring pensions. On the first point, Colonel Hughes, chairman of the Higher Education Sub-Committee, explained that, after a long struggle with the Board of Education, they had secured that the head master should sit upon the governing body, and that therefore in every case of dismissal he would have to lay the full facts and the grounds of dismissal before the governing body. With regard to salaries, Colonel Hughes interrupted the deputation to remind them that they were speaking to men already converted, and that in Sheffield they had adopted a scale of salaries which was practically the one that the deputation was advocating, *i.e.*, £150, rising to £300 by regular and automatic increases. When a rise of salary was due, the head master would be asked orally at the governors' meeting if he approved, and upon an affirmative reply the rise would be granted. It is clear that, if he dissented, the Governors would ask for reasons, and would consider the case. On the matter of a pension fund, Colonel Hughes was quite right in saying that a single Authority could not form a scheme that would be financially sound. He advised the deputation to continue to hammer at the doors of the Board of Education.

Examination in
Educational
Handwork.

Inspectors
or Committeemen.

Tenure,
Salaries, and
Pensions.

Mr. Forster's 3d.
multiplied by 8.

A LIST of influential names is appended to a petition praying the London County Council to extend the system of vacation schools, and to make a grant to cover the cost. The Council will certainly lend a willing ear to the proposals; but it is not probable that it will make a payment that

**Vacation
Schools.**

will cover the major part of the cost. Until public opinion has considerably advanced and brought about new education Acts with enlarged scope, the organization of these schools, as it seems to us, must remain largely in private hands and their support be looked upon as a legitimate object of philanthropy. It is certainly true that our feeling of responsibility towards those less fortunate than ourselves is steadily growing. We give book-learning free; we are on the way to the provision of food for the necessitous; and the public conscience is being roused on the subject of seeing after the leisure time of the children as well as their hours in school. To give the power of finding reasonable occupation for leisure hours is by no means the least important object that education has to aim at. The testimony of the police is to hand to witness to the disastrous effects of the idleness of children in the streets of London during the summer holidays. The vacation schools have already done much good: there must be more of them.

TO find the teachers for these vacation schools is one of the chief difficulties. Although the actual school hours of a teacher in a public elementary school work out

**How to staff
them.**

at an average of about three hours a day, taking the whole year and including Sundays, yet no wise person will suggest an addition to the burden the teacher in a town school already has to bear. A certain proportion of expert teachers there must be; but these can have as their lieutenants a number of "persons of leisure" who will do the work with enthusiasm and without money reward. It would not even be wise for teachers in secondary schools, although they have longer holidays, to give up part of August to what must be exhausting work. At present these schools are admittedly experimental. They mark a stage, and a very important stage, in the growth of the feeling of responsibility on the part of the nation as a whole to each individual. Two advantages will accrue: the success of the vacation schools will go far to convince us that our present curriculum is too bookish; and, secondly, we shall realize that, in large towns, at any rate, there must be continuous school all through the summer, and the children and the teachers must take their holidays in relays during the months of June, July, and August.

IF London is getting uneasy at an education rate of 1s. 6d. in the £, what must be the feelings of the inhabitants of the Borough of West Ham, who are now threatened with

**Unfair Incidence
of Local Rates.**

a rate of 2s. 10d.? It is, perhaps, hardly necessary to point out that this enormous rate is not the result of any special extravagance. It arises from the conditions of the locality, in which the proportion of children per thousand of population attending public elementary schools is, we believe, higher than in any other borough. The idea of supporting education out of rates is based on the ground that it is an advantage for the whole population that the children of the working classes should be educated at the cost of the country. It is clearly, therefore, unfair to lay upon any area consisting mainly of the classes that use these schools the duty of supporting them. In saying this, we do not forget that a large proportion of the cost is borne by the taxpayer. But when it is remembered that in counties a sixpenny rate, and in boroughs a shilling, will, roughly speaking, cover the rate-

payers' share, it is obviously hard that districts should be so divided that the rate falls so unevenly as it does in West Ham. The boroughs with a rate over one shilling are organizing a deputation to the Prime Minister on this subject. There is a choice of two remedies: either larger rateable areas or else a greater proportion of the expense to be borne by the taxpayer. One of these two reforms must be introduced before long.

WHILE we do not consider it feasible that the fees in public secondary schools should be raised to a sum that would pay the cost of education, for the purpose of

**Private Schools
and Scholarships.**

preventing competition with private schools—such a policy seems to sweep away the need for all Government grants and secondary education rates—yet we do feel that private schools have an undoubted grievance on the matter of the eligibility of their pupils for County scholarships. These scholarships are given out of public money on the ground that it is a good investment for the nation to provide further opportunities of education to children who will thereby become more useful to the State and who otherwise would be unable to enjoy this education. There is then no logical ground for limiting the choice of candidates for these scholarships. Whether the candidates have been educated in this school or that is a matter of absolutely no importance. The test to which they are put decides whether they show sufficient promise to justify the expenditure of public money upon them. That is all. Of course, an income qualification may be introduced; that is another matter, and does not affect the present argument that no class of children ought to be excluded from participating in scholarships provided by public funds, merely on the ground that they have been educated in a private school.

IN an able paper read to the Rochdale Educational Society, and since published, Mr. T. C. Horsfall gives a lucid account of the German school system as regards

**Mr. Horsfall
on Denominational
Schools.**

religious instruction, and states the conclusions reached by the foremost German educationists, and in particular by Dr. Rein. These are, in brief, that religion must form an integral part of the curriculum, not an extra subject to be relegated to denominational ministers, and that the *Simultanschule*, a school in which two or more creeds are taught side by side, is a house divided against itself, which cannot stand. We can only take notice here of Mr. Horsfall's application of these principles to England. He would have, wherever needed, three kinds of denominational schools, Jewish, Roman Catholic, and Protestant, with teachers of the respective denominations. So far most would agree, but what of Protestant dissenters? "Here and there it might be necessary to have a school with Church of England teachers for the children of Church of England parents, but, if the decision rested with the parents of children, and not with the clergy, I do not believe that a score of such schools would be needed." Again we agree, but we should be curious to know what the Vicar of Rochdale said to this scheme. If a Liberal Broad Churchman like Archdeacon Wilson dissents, what hope is there of winning over the Bishops and clerically minded laymen?

THE new scheme for the mutual recognition of Oxford, Cambridge, and London certificates is now in full working order. The examinations concerned are the Oxford

**Mutual
Exemptions.**

Senior Local, the Higher Certificate of the Joint Board, the Previous at Cambridge, the Cambridge Senior, and Responsions at Oxford. Roughly, the various subjects at these examina-

tions are regarded as equivalent; except that to secure exemption at Responsions the London Matriculant must have taken or must take an extra paper at the London Matriculation in Latin Prose. This paper is not part of the examination proper, but no extra fee is charged in connexion with it. The three Universities—and secondary schools also—must be congratulated on this satisfactory agreement. The evil of the multiplicity of examinations is thus considerably mitigated by a scheme more simple and practical than that of the Consultative Committee.

BY a stroke of the pen, or, to be more exact, by a short resolution, the London County Council has practically settled the tenure question in London secondary schools, excluding only a few of the older schools, such as Westminster and Dulwich. The governors of schools receiving grants from the Council are to be informed

**Tenure
in London.**

that it is the wish of the Council that they shall exercise control and responsibility in the appointment, dismissal, and payment of all teachers employed in their schools, and that they be asked, if their schemes prohibit such control and responsibility, to apply to the Board of Education for such modification in the schemes as will give them the power to sanction the appointment, dismissal, and payment of all persons employed in their schools.

An amendment, by Mr. J. T. Taylor, to move back the recommendation was defeated. The Board of Education has not yet replied to the joint deputation of Head and Assistant Masters on this question. Perhaps the receipt of a few scores of schemes for amendment will stimulate them to activity.

LOCAL AUTHORITIES.

MR. BEASLEY, at the annual meeting of the P.S.A.I., gave some interesting information that he had collected as to the action of various Local Authorities in relation to private schools. West Ham has resolved that a register shall be kept of non-Council secondary schools in the area. All such schools may be inspected at the expense of the Council, and, if pronounced efficient, shall be open for the tenure of County Borough scholarships. Middlesex and Devonshire will pay half the expense of a Board of Education inspection. Kent and Oswestry will throw open their public buildings for the instruction of private pupils in certain subjects. Lancashire offers all the advantages recommended by the Bryce Commission to all recognized schools. Bedfordshire will make grants in the same way and on the same conditions to all schools, whether public or conducted for private profit. Staffordshire, Worcestershire, and several other counties allow their scholarships to be held in private schools. Plymouth allows a large choice among inspecting bodies to schools seeking recognition.

THE Bucks Higher Education Sub-Committee have been leisurely in the publication of their report for the year 1903-4; the information given only reaches the end of July last, and no doubt further progress has been made since then in the organization of secondary schools. The county is not well supplied in this respect. With regard to endowments for secondary education the county is especially poor. The endowments included in the Roby return work out at a little over £8 per thousand of population; but these figures take in endowments for elementary education. From inquiries made by the secretary, Mr. C. G. Watkins, it appears that the actual sum available for secondary education amounts to about £4. 10s. per thousand of population. But, if the sum is compared to the number of pupils in the Bucks secondary schools, it does not seem so small. There are only 400 boys and girls attending the public secondary schools in the county out of a population of about 200,000. This shows an endowment of over £2 per pupil.

**Secondary
Education in
Bucks.
Endowments.**

It is only since the year 1900 that the Education Authority has begun to support the secondary schools, and there is a lot of leeway to make up. According to the calculations of experts, there should be 4,000 pupils instead of 400 in the secondary schools of the county. Including two schools recently instituted by the Authority, there are now seven: five

New Schools.

for boys, one for girls, and one mixed school. This gives an average of just over fifty pupils per school—an uneconomic number. With improved equipment and enlarged building these numbers will greatly increase. From accumulated funds in the hands of the Authority a sum of £12,000 has been granted to be shared among the six new schools contemplated. In addition, a loan of £11,500 is to be raised. With the exception of the girls' school at High Wycombe, the other new schools are to be "mixed." This is, no doubt, the best way to deal with thinly populated areas. The new schools are at Amersham, Aylesbury, Buckingham, Slough, and Wolverton. It is, of course, obvious that some children in the county are educated at efficient private schools, while many are attracted to public schools in neighbouring counties; and that, therefore, secondary education is not quite so lacking as the official report would imply. These facts Mr. Watkins recognizes; but there is work for the Authority to do in order to ensure that no child in Bucks shall lack a secondary education because there is no school within his or her reach.

At the request of the Education Committee of the County Councils' Association, Mr. Macan has prepared a memorandum on the relations between secondary schools under one Authority and scholars coming to them from the area of another Authority. The arguments are so sound that they will certainly convince the County Councillor; and if they do not convince the Board of Education it will be because South Kensington cannot rid herself of the old-time traditions of the Charity Commissioners. It has been stated, however, that the seat of authority has now been transferred to Whitehall, and perhaps Mr. Macan is pushing at an open door. The point in dispute is this. If an Authority subsidizes a school in its area out of money belonging to the ratepayers of that area, shall pupils from a neighbouring county attend that school on the same terms as the children of the ratepayers; South Kensington says, in effect, yes, if the school is an endowed school; for they will not allow preferential fees to be charged. If, therefore, the neighbouring county declines to make a *pro rata* grant, the Authority providing the school must share its grant with the pupils that come from over the border. This is obviously unfair. Either the neighbouring county or the parents should pay. In new schools the Authority can protect itself by means of preferential fees.

Benefits of Rates limited to Area rated.

THE Education Committee of Shropshire have issued a root-and-branch circular on the subject of physical training in elementary schools. The managers are recommended to terminate the engagements of the outside instructors of physical training. In future this instruction is to be given by the ordinary staff, and no member is to be excused unless he or she can prove some infirmity which makes physical drill impossible. The principle is a right one. The influence of the drill sergeant called in from the outside is of far less value than that exercised by a regular member of the staff. And it may perhaps be argued that in the case of young children the class teacher ought to be able to take the whole of the subjects on the time-table. On the other hand, there is obvious hardship in pressing a wise reform too far. The Circular states that all assistant and supplementary teachers will be required to attend classes unless they are already qualified to give instruction in physical training. Head teachers will have to do the same if they are reported as not efficient in this respect. It is to be hoped that a new generation of teachers will be brought up to look upon this work as an integral part of the curriculum; they and their scholars will be the better for it; but great consideration should be shown to a generation that has been trained with different ideals.

STUDYING MODERN LANGUAGES "PROPERLY."

DR. SWEET says somewhere (the chapter and verse are immaterial): "If modern languages are to be studied at all, they must be studied properly." When I read this illuminating sentence I groaned inwardly; for in that word "properly" I discerned the hitherto unattained ideal which I had been pursuing for so long in my French teaching, and it recalled to me also the conflicting counsels, the diverse systems which had been pressed upon me so pertinaciously. "Properly," forsooth! And who is to say what "properly" means amidst this babel? It used to be said that every French teacher wrote a grammar, and, if he did so, it was surely a harmless amusement. But to-day every French teacher is busy inventing a new system of learning the French language, and every school publisher (it is a class not without zeal), having acquired what he persuades himself to be the newest and best thing of the

kind, bombards the unfortunate schoolmaster with dictatorial pamphlets, specimen pages, and copies of all sorts, until the poor man's bewilderment is pathetic. It seems contrary to reason that there should be ten or twelve "best" ways of acquiring or imparting a language; but I speak without dogmatism; for each man praises his own plan with an air which appears to admit of no contradiction. Experience, however, must be the true guide, and my own experience, which is that of a teacher dealing with average boys and girls, may be of some interest to others.

Four or five years ago I was doing what at that period was still known as "teaching French"; that is to say, I was steadily drilling my pupils in the grammatical niceties of the French language, and laboriously preparing with them such books as "La Jeune Sibérienne," "La Canne de Jonc," or classics such as "Le Cid" or "Athalie." I should be the last to defend such a system. When my pupils left me they had the basis of a knowledge of *written* French, and that is all. I merely mention this stage in my progress to show the point from which I started in my pursuit of the ideal. One day I awoke to the fact that there was a revolution in the air, and that it was time to move. As one cannot move in five or six different directions at once, I had to choose, and my choice led me in the direction of an interesting family named "Chou"—a family of agriculturists, living, apparently, all together in a very small house, and engaging in ploughing, reaping, grape gathering in a manner not specially fertile in words or ideas suitable for English urban children. At all events, with these people did my classes and I live and move for certain tedious years. At first the children liked it, and so did I. But after a while doubt crept in as to whether this, after all, was really the ideal I was seeking. The sameness of the pictures, the tediousness of the pumped-up questions and answers upon indifferent or uninteresting matters, the strain of constant talking, the want of a definite grammatical basis, the lack of written exercises—all these things made me doubt. Such a plan, I concluded, gave a certain fluency within very narrow limits; but it provided a vocabulary quite inadequate for future stages and laid no solid foundation of grammar upon which future building might rest. *Exit* therefore the family "Chou"—carts, cattle, cocks, and hens.

My next experiment was in the direction of a method provided by a well known professor whose activity is remarkable, who has examined many of us, and from whom many of us have in one way or another learnt a great deal. His books are highly interesting and informing. They are full of jests, puns, riddles, songs, rimes, pictures, diagrams, and a hundred other baits for that very shy fish the interested attention of the average British boy. My pupils took very kindly to this novelty. They liked the pictures, they learned with little trouble the poems and songs which our professor provides, and on the repetition of which he insists so earnestly. And I am bound to say that, had they been likely to be examined upon anything of the kind in their future school career, the method might have been worth continuing. As it was, with "translation, grammar, and composition" examinations ahead, the defects were soon obvious: there was too little systematic grammar, the vocabulary gained was too small, and the lack of written exercises was an omission troublesome to the teacher and involving a painful want of accuracy in the pupils.

Fortunately, at this stage another reformer appeared—a true reformer of the reformers. "Reformers," said he, "who propose to teach modern languages by a purely imitative method will defeat their own object. . . It is impossible to impart a *correct* knowledge of conversational French without the careful and systematic study of grammar." This sounded like good doctrine, and I tried the book with some eagerness. Candour again compels me to say that the work is extremely interesting, with admirable pictures on almost every page, with matter excellently adapted to interest children, and with a most clear and sensible exposition of grammar. But, alas! there is always the *amari aliquid*; and what can be said by a teacher as to a "Primary French Course—First Year" which in its *first lesson* gives a reading lesson with over sixty French words, quite new of course to the scholar; a page of grammar containing the present indicative of *être*, the definite and indefinite articles, and the use of the accents; and a two-page "general exercise"? Macaulay's schoolboy might do this very well at one reading. An ordinary child, and it is the ordinary child we find in our class-rooms,

would take a fortnight or more to know it thoroughly. And this system is further complicated by the question of phonetics. Shall we or shall we not (for personally I have not had the courage to plunge my pupils into the added difficulties of phonetic spelling and transcription as a supposed means of making their general difficulties less) teach a phonetic alphabet and use a phonetic transcript; and shall we use such a transcript along with our ordinary spelling, or shall we use it by itself for a certain period, say three months, and then turn to the traditional forms? And, further, what system shall we adopt—the alphabet of the Association Phonétique, or some of the numerous modifications or adaptations of it?

No one can doubt the extreme value of a phonetic system and experience soon demonstrates its utility even with the merest beginners. At the same time, from *their* point of view, is it possible to avoid the idea that by giving a phonetic system we are giving them *two* new languages to grapple with instead of *one*? The small boy thinks of the learning of "ʒə sɥi syr yn ʒe:z" as an additional difficulty, and by no means as a help to the comprehension, of "Je suis sur une chaise."

But the methods already enumerated by no means exhaust the list. For example, there is a system widely advertised, and (one supposes) widely used, as to which, it is said, "constant speaking for each pupil of a class individually is combined with extreme fluency." This sounds attractive, but, on examination, the teacher learns with dismay that, the guiding principle of the method being constant revision, the pupils "*revise from the beginning at each lesson* until the amount of work becomes so great as to leave no time to go further ahead. When this stage is reached they devote *five minutes* to the new lesson, and the remainder to the revision." When one discovers also that what is to be revised in this manner consists of an intolerable deal of matter after this model: "Where is the gentleman?—He is in the garden. Where is the lady?—The lady is in the garden." &c., one is inclined to wonder whether pupils or teacher would be the first to succumb to mental and nervous exhaustion. And it is clear that, if learning a modern language means no more than this, then all talk about its educational value may be at once abandoned.

Another method which is (one need hardly say) described as being "according to the best and newest systems," consists of short phrases grouped under subjects, interspersed with recitations and songs, and proceeding to little conversations. The same has to be said of this as of a previously mentioned plan: with an energetic teacher it would give a certain fluency within narrow limits, but it would do but little to prepare for a solid knowledge of the language.

There is, further, another important point which is hotly debated, and as to which a French teacher is necessarily in grave doubt: Shall he teach French grammar through the medium of the English language or wholly in French? Thus we find Prof. Berthon, in a "Première Grammaire Française" recently issued, declaring that "new methods" require "new books," that there "is no grammar answering to the new needs," and that what is particularly wanted is "a grammar specially written for foreigners." And, further, he remarks that "grammar *learned and explained in French* is one of the most powerful helps that the oral method has at its disposal." Prof. Berthon's authority and his very excellent book would tend to make one adhere to his views, but immediately the voice of Mr. Siepmann is heard: "I am strongly of opinion that all explanations which break new ground should be given in the mother tongue. It is difficult enough to make pupils grasp points when they are given in their own language; if this is done in a foreign tongue, the result is hopeless confusion"; and, bearing upon this, I may quote the remark of a teacher who was extolling the advantages for his pupils of a grammar in French. "But," I asked, "do you not find that the difficulty of being sure that they understand the grammatical point is largely increased?"—"Oh!" said he, "I always translate it for them." Mr. Siepmann would have no difficulty, I daresay, in making the inference.

And, in addition to all these perplexities as to methods, there is also the perplexity caused by the existence, side by side, of the old and the new systems of examination. A French teacher (at any rate in Wales, and what Wales does to-day England will do to-morrow) has to make his pupils perfectly conversant with grammar, to ensure that they have a wide and modern vocabulary and that they can write decent French, either in "versions" or as "free compositions." All this is of the old school, and

the severity of the requirements has been in no degree relaxed. But, in addition, he has to see that his pupils read French "fluently and correctly," and that they write good *dictées*; and, still further, he has to prepare as many as possible for an individual oral test of "conversational power." If time had been proportionately increased, there would be nothing to say; but in most cases, owing to the pressure of subjects, the time has gradually diminished whilst the range of work demanded has steadily increased. To combine the two methods of examination, and to require the highest standard all round, is to cause real hardship.

I have thus tried to present a true picture of the perplexities which involve a teacher of French—or, indeed, of any modern language—at the present time. An old system utterly discredited; innumerable new systems at war equally with the old and with one another, and having as yet a lack of authority and general acceptance; a clash of argument even about fundamentals; examining bodies halting between two opinions, and neither boldly accepting the new system with all its consequences, nor holding firmly to the old; teachers working each after his own plan, having no clear guidance—such is the position, a position which renders any command to study modern languages "properly" a platitude or a conundrum.

A. J. PERMAN.

ON SOME CONTACT PHENOMENA.

A PAPER FOR TEACHERS AND INSPECTORS.

BUFFER States are proverbially prone to shocks and subject to vicissitudes, and the state of the inspector is somewhat analogous. He acts at a point where the propulsive energy of a progressive Department meets the variable resistance of an uncertain mass of undeveloped youthful material. At times the resistance is slight, and he is rushed on to higher standards and loftier ideals; anon it reaches its maximum, and he bears his share of the resulting stress, standards and ideals alike suffering from the shock.

So, too, the teacher has often to mark the advent of a fresh inspector with a sense of shock, natural enough to the thinking man. The work of a school is moving with a well defined and long standing acceleration when suddenly a new arrangement of forces is set up, perchance with kaleidoscopic rapidity, and the laws of dynamics fail not in their inevitable action.

Fortunately for all concerned, these contact phenomena of which we would speak are affected by influences which tend to make the personal equation a very strong one. No universal laws hold good; but at the same time it needs comparatively little thinking to recognize the fact that, were these phenomena more carefully studied, a more constant sympathy between teacher and inspector would result. This sympathy is growing, and growing rapidly. Time was when the inspector was, in too many schools, dreaded and feared. That, we honestly believe, is now at an end, though the understanding is not always perfect even yet.

The inspector, representing a Department whose aim it is to make national education as good as it can be made, naturally looks for and hopes for work and a state of progress just a little better than it can possibly be at the particular moment. The satisfied inspector, were he to exist, would take from the teacher what the poet Watson calls "the boon of infinite striving." How often do we not hear of the difficulty of "satisfying the Department"! In the best sense of the expression, we say: "Well that it is so!"

As in a more tender connexion, so in that between inspector and teacher: neither must look for perfection in the other. The wise teacher is he who can derive comfort from having honestly done his utmost; and the discreet inspector is he who is quick to discern that, while much is left undone, the effort has been whole hearted and not ill directed. The adjective used above is used advisedly, for surely no capacity can be more useful to the inspector than discernment, tempered by discretion. Were an automatic inspector on the "Cash Register" principle within the bounds of human invention much of the pleasure would depart from the teacher's life.

Readers of the charming "Memories, Grave and Gay," in which the late Chief Inspector for Scotland embodied so much of his experience, will thoroughly appreciate the truth of the statement.

Take the case of the scholarly man whom perhaps a lack of robust health has consigned to the charge of some tiny rural school, far from civilization and railway engines. How he enjoys the one day in the year whereon he holds converse with a man of scholarly bearing! Though the progress of his school is impeded by geographical and meteorological inconveniences, yet he knows that his visitor is endowed with that common sense which leads him not to expect figs from thistles. Inspection over, the twain adjourn to the schoolhouse, and over a wholesome lunch (which, by the way, has been for days an incubus to the lady of the house) talk flows freely and the Arcadian draws from his visitor some heart and energy for toil yet to come. Anon, the dogcart comes round, handshakes are exchanged, and H.M.I. departs, flower-laden mayhap, but well content that even in the wilds are hands that bear aloft the torch of learning.

The meeting is not always thus, alas! Let the inspector be of a different type, and all is changed. We have met the type of inspector who would make the contact in such a case one of decidedly inelastic impact. He has his standards of judgment, but they are rigid, and their rigidity is evident from the questions he sets—questions fair and just in many a well staffed city seminary, but clean outwith the ken of these unsophisticated denizens of the wilds. The writer remembers an inspector who was sadly shocked to find children in a very remote region ignorant of the whereabouts of the *tibia*, who yet had rapidly to change the subject when the pupils pressed him hard on some point of local ornithology.

These cases are happily rare, and fast growing more infrequent. The gap is being narrowed from both sides. Now it is the teacher who learns to discriminate between potentiality and performance, anon it is the examiner whose experience teaches him that Russell Lowell was right when he emphasized the distinction to be drawn between facts and truth. A child may be as full of facts as he will cram, and densely ignorant withal; another may have a scantily furnished brain, and yet possess the power of grip and the clearness of perception that are worth stores of isolated facts. Nor is it a case of "Ex uno disce omnes."

Every teacher must have met an inspector of the rapid type—the man who can, in one short day, see all that is to be seen in a school, who can, with the most accurate sense of touch, lay his penetrating finger on the weak spots which always exist. We have heard the witless manager hurl heedless anathemas at the head of such a man, charging him with the superficiality of seeming haste; yet reflection convinced us that there was in his haste more than a trace of "wanton heed and giddy cunning." He had done what nine teachers out of ten believe they are capable of doing, and what probably one of the nine really could accomplish.

The real inspector—who must be born; for he cannot well be made—is, fortunately, far from being a *rara avis*. In the contact with him is no faintest suspicion of shock. Though his ideals are high and his standard likewise, yet he carries with him an atmosphere that receives and absorbs the concussion inevitable in many cases. The exact composition of this surrounding medium is variable, but its constant elements are human kindness and width of vision. The former of these is visible in the instant sympathy yielded him by the children; the latter betrays itself in the sagacity with which faults are traced to their proper source.

If the real inspector thus envelop himself in such a medium, the real teacher is no worse provided, though the constant constituents are different in the second case, being common sense and love of learning. The former preserves him from the ruts of self-conceit and narrow-mindedness; the latter teaches him the value even of a bitter tonic.

The contact is not always thus free from concussion, however. Where either of the twain lacks the essentials of the preservative medium the laws of rigid dynamics hold good, and the weaker yields to the reaction. This is usually manifested in the typical case where an inspector, zealous and strong in purpose, meets a teacher who lacks these very qualities. The latter must needs travel the way of the predominating force for a time at least, though the time may be short to begin with.

The other case is perhaps less common, but it must needs occur. The inspector whose mind is well balanced and ever open to impression must now and then meet a member of the teaching profession from whom he may learn something of value. In this contact the inspector gains what may raise his ideals in some particular, and, if he be a man of strong character, his loftier ideals will carry weight in his future work.

The reader whose bent is towards the mathematical sciences will doubtless trace more deeply the results of these phenomena. If he belong to either of the classes with which we have dealt, he may derive from the consideration of the subject some support in future occasions of contact, some added width of view in his profession, or some material for thought in moments of meditation.

NOTE ON THE EDUCATION ESTIMATES.

THE Education Estimates for 1905-6 show no very striking changes from those for 1904-5. The total amount of the vote is £16,328,947, as against £15,795,538, last year—a net increase of £533,409; but these totals include the expenditure on museums, picture galleries, Universities, and public education in Scotland and Ireland. In round figures, for the more strictly educational services England and Wales takes £12,500,000, Scotland nearly £2,000,000, and Ireland nearly £1,500,000. Administration at the English Board of Education will cost £169,332 in 1905-6 (an increase of about £4,000). There will be an increase of £26,000 in expenditure on secondary schools— (£242,500, against £216,000). Inspection and examination remains at about £260,000, and the grants to elementary schools (nearly 11,000,000) show a relatively small increase.

The secondary schools administrative staff will be increased by one senior examiner and one junior examiner. There are important changes in the arrangements for the inspection of schools. Eighteen Inspectors for Secondary Schools are provided at salaries of £400, rising by £20 to £800. "Junior Inspectors" are no longer classified under Elementary, Secondary, and Technical; but under Miscellaneous Inspection and Examination there appears the large new item "Fees for assistance in examination and occasional inspection, £14,000." This includes several sums formerly specified separately: but the balance should be sufficient to provide luxurious inspection for Eton and other public schools, which, it is understood, are accepting voluntary inspection by the Board. Last year thirty-three Whitehall and thirty-four South Kensington Junior Inspectors were provided for; this year, we have the item of £14,000 already mentioned, thirty Junior Inspectors (unclassified), and a staff of women inspectors (one Chief and eleven Inspectors).

The estimated increase in "Grants in lieu of Fees in Public Elementary Schools" is only £134,500. It will be surprising if this sum is not considerably exceeded, in view of the general abolition of school fees. The aid grants made under the Act of 1902 stand at £2,432,000, against £2,362,000 for 1904-6. A new item, "Payments under the Education (Local Authorities Default) Act, £1,000," is suggestive. The increases in the grants for the training of teachers are smaller than might be expected, but £10,000 is put down for the promised building grant for training colleges, and the training of pupil-teachers is responsible for an increase of £50,000. Local science and art scholarships are estimated at £9,300, a surprisingly small sum, in view of the great excitement caused by the proposal to abolish this form of aid.

The most disappointing feature of the new Estimates is the smallness of the grants for secondary schools. The miserable increase of only £26,000 indicates an alarming apathy to the needs of secondary education. A Government which can find nearly £2,500,000 per annum as jam for the Education Pill of 1902 could get together a few hundred thousands for secondary education if it felt so disposed. Perhaps our Education Minister does not insist enough, or it may be the fault of the Local Authorities and the public. Public clamour has certainly produced a striking result in regard to the Government's contribution to the training of teachers. It is also responsible for an increase in the grants to Colleges in Great Britain of £46,000 (from £54,000 to £100,000).

T. L. H.

BOOKS OF THE MONTH.

Art.

- Figure Composition. By R. G. Hatton. Chapman & Hall, 7s. 6d. net.
Little Books on Art.—Millet. By Walter Peacock. Methuen, 2s. 6d. net.

Classics.

- The Myths of Plato. Translated, with Introductory and other Observations, by J. A. Stewart. Macmillan, 14s. net.
Sexti Properti Opera omnia. By H. E. Butler. Constable, 8s. 6d. net.
Xenophon, Anabasis, Books I., II., III., IV. With Introduction, Notes, and full Vocabulary. By J. Marshall. Clarendon Press, each book, 1s. 6d.
Blackie's Illustrated Greek Series.—Xenophon, Anabasis, Book III. Edited by A. C. Liddell. 2s.
The Euthydemus of Plato. Edited by E. Hamilton Gifford. Clarendon Press, 3s. 6d.
Longmans' Elementary Latin Unseens, with Notes and Vocabulary. 1s. 6d.
The Trojan Women of Euripides. Translated by Gilbert Murray. G. Allen, 2s. net.

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- Manual of Quaternions. By Charles Jasper Joly. Macmillan. 10s. net.

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- Facts and Ideas: Short Studies of Life and Literature. By Philip Gibbs. Arnold, 3s. 6d.
Dante's Ten Heavens: a Study of the Paradiso. By Edmund G. Gardner. Constable, 5s. net.

MRS. LELAND STANFORD, whose death was recently announced, has since her husband's death given £6,000,000 to the University he founded.

The Man in the Pulpit. By James Douglas. Methuen, 2s. 6d. net.
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Siepmann's Primary French Course, Part II. Macmillan, 2s. 6d.

Pedagogy.

Columbia University. Bulletin of Information and Annual Reports, 1904. Catalogue and General Announcement, 1904-5. Board of Education, Special Reports, Vol. XIII.: Educational Systems of Chief Crown Colonies and Possessions of the British Empire, including Reports on the Training of Native Races. Part II.: West Africa; Basutoland; Southern Rhodesia; East African Protectorate; Uganda; Mauritius; Seychelles. 1s. 8d.—Vol. XIV., Part III.: Federated Malay States; Hong Kong; Straits Settlement; Fiji; Falkland Islands. 1s. 8d.
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Logarithms and Trigonometric Tables. By J. B. Dale. Arnold, 2s. net.
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JOTTINGS.

THE Council's Report of the Girls' Public Day School Company for 1904 shows continuous prosperity. One school during the year has been closed, bringing the number to thirty-three, but the number of pupils has increased by 115. After paying a dividend of 4 per cent. to shareholders, a balance of (roughly) £4,000 is carried forward. From the "Details of Expenditure" we may deduce some interesting figures. The average fee per pupil is £15. 18s., and the average cost £13. 17s., of which £10. 10s. is for salaries. The grants received from the Board of Education amounted to £4,205—an increase of £1,199 on the previous year. But the most important paragraph in the report is the announcement that the negotiations of the Council with the Board of Education for turning the Company into a Trust under a scheme which should at once secure the shareholders' interests and maintain the work of the Company on the present lines are nearly concluded. The Board meanwhile will continue existing grants till next July.

MR. CHARLES GODFREY, assistant master at Winchester College, has been appointed Head Master of the Royal Naval College, Osborne,

vice Mr. C. E. Ashford, who has been transferred to the Royal Naval College, Dartmouth.

THE Rev. M. G. Glazebrook has announced his intention of resigning the Head Mastership of Clifton College, which he will have held for nearly fifteen years. Mr. Glazebrook was a scholar of Balliol College, and obtained a First in Final Classical Schools in 1877. For ten years he was assistant master at Harrow, then for three years High Master of the Manchester Grammar School, whence he passed in 1861 to Clifton, on the retirement of Archdeacon Wilson. After a well earned rest of a year or two he intends to devote himself to literary work.

THE nomination for the Head Mastership of the City of London School rests with a body of six Professors—three from University College and three from King's College. These select three names, which are sent up to the Court of Common Council for the final decision.

FOR the Head Mastership of St. Paul's School we are informed that Mr. R. F. Cholmeley and the Rev. R. J. Walker, members of the present staff, are candidates.

THE Head Mastership of the Grammar School, Stourbridge, will be vacant after Midsummer. The present emoluments amount to £600 a year with a house. Applications must be received on or before May 20.

MR. J. H. HOWGATE, of the Lady Manners School, Bakewell, has been appointed Head Master of Huntingdon Grammar School.

DR. WILLIAMS, of Swansea Grammar School, has been appointed Director of Education for Swansea.

THE governing body of Eton have perused the answers to their interrogatory (profanely termed "Sunday questions"), and have interviewed six candidates. It is reported that the three between whom the final choice will lie are Canon Lyttelton, the Rev. Lionel Ford, and Mr. Rawlins—two past and one present Eton master.

THE head mistress of a girls' high school sends us a *verbatim* copy of an excuse received by her for a pupil's absence: "Please excuse my daughter for she came home in the afternoon because his aunts son died so she went with his mother to the funeral there for Please kindly excuse him."

WE rejoice to hear from Dr. Joseph Wood that Harrow School has secured the estate of 250 acres for the purchase of which an appeal was made some two years ago, at a cost of £75,000. The school is thus secure on the London side against further encroachments of the builder. A heavy mortgage has still to be paid off, and Dr. Wood appeals to Harrovians for further subscriptions.

MR. W. G. GRACE, a master at the Royal College, Osborne, and a son of Dr. W. G. Grace the cricketer, died at Osborne after an operation for appendicitis.

THE Rev. J. H. Raven writes: "Can you or any of your readers tell me the source of a pentameter I found years ago inscribed on the back of a cricket-bat, and if there was an original hexameter to complete a couplet? I have supplied one from the classics, with only a change in one letter, making the distich:

"Kara avis in terris, nigroque simillima cyclo!
Sphaera ruit praeceps: ecce videtur anas!"
(*cyclo* in the sense of 'blob,' a modernism for the classical 'duck')."

The Rev. A. F. E. Forman, who died at Repton on February 13, after an attack of influenza, was one of the oldest and most respected masters of the school. Educated at Sherborne under Dr. Harper, he proceeded to Trinity College, Oxford, and took his degree in 1873 with a Second Class in History. In 1874 he was appointed to a mastership at Repton, where he started and organized the Modern Side. To him in no small measure are due the successes of the school in the cricket field, which culminated in Mr. C. B. Fry, and the establishment of the Old Reptonian Society, which now numbers over 1,200 members.

To count the votes of assistant masters on the Greek question seems to "A. J. B." (*Athenaeum*, March 4) as otiose as it would be to poll the engine-drivers of the country as a guide to the decision of some problem in thermodynamics. They have taken to teaching (nintenths of them) "not from any special interest in, or capacity for, the

instruction of their juniors," but simply as the readiest way of making a living! And yet, when Prof. Ray Lankester hinted that classical head masters were personally interested in maintaining the *status quo*, he was howled at as an underbred, unmannerly man of science!

WE would call attention to two useful publications of the School Nature-study Union: (1) "Facilities for Nature Study offered by Museums and Gardens in and near London"; (2) "List of Books suitable for Nature Study." They may be obtained from the Hon. Treasurer, Miss K. M. Hall, 77 High Street, Whitechapel, E., price 2d. each.

MR. H. W. EVE has reprinted in pamphlet form (Messrs. Nutt) his article on "The Teaching of Modern Languages" contributed to the "Symposium on National Education"—a volume which, though only four years old, is now forgotten as a Blue Book.

THE Council of the College of Preceptors have elected as Examiner in the Theory and Practice of Education Prof. J. W. Adamson; in Latin Mr. F. T. Ritchie; in Hebrew Dr. Hirsch; and in Dutch Mr. Proper.

WE understand that the Incorporated Association of Head Masters and that of Head Mistresses have given in their adhesion to the scheme for a Federation of Secondary Teachers. The other bodies invited to join are still deliberating, and the essential points of conditions of membership and the amount to be contributed are still open questions.

WHEN Bishop Thirlwall was told that at Cambridge the choice lay between compulsory religion and no religion at all he replied: "The distinction is too subtle for my limited intelligence." For "religion" read "Greek."

A TEACHER recently appointed to a class in an elementary school (Standard III.) noticed the unintelligent manner in which the Lord's Prayer was repeated morning and evening by the school, and determined to test the boys' knowledge on paper. He has sent us the actual results. Only one boy out of fifty-eight wrote out the Prayer without a mistake. This, perhaps, will not surprise us, considering the age, but what will be, if not a surprise, at any rate a warning, to teachers is the nature of the mistakes, apart from spelling, which reveal a total ignorance or perversion of the meaning. "Our Father which chart in heaven, allow be thy name," is a favourite beginning. Here is a variation: "Our Father, be short in heaven, our Lord be thy name." These are mere samples. After perusing the batch, we have no hesitation in saying that as far as religion is concerned half the class might as well have repeated "Enos lases juvate."

PRINTERS and writers beware! is the burden of a resolution issued by the Convention of the Royal Burghs in Scotland. He who writes the history of Britain after the Union of the Scotch and English Crowns in 1707 must eschew the words "England" and "English" if his work is to be acceptable on the other side of the border. At the instance of Sir Robert Cranston, Lord Provost of Edinburgh, strong representations on this subject are to be made to the Scotch Education Department, to School Boards, and to educational publishers.

THE members of University College, London, have agreed, on the motion of Lord Reay, to sign their own death-warrant. In other words, they will support the Council of the College in promoting a Bill in Parliament whereby the College shall be transferred to the University of London. The College has some seventeen hundred students who will thus form the nucleus of a real teaching University. Further progress depends upon the liberality of the citizens of the richest city in the world.

WHAT is the market value of a knowledge of the classics? The University of London requires a First Division clerk, who should be a graduate, but must in any case be "sufficiently acquainted with Latin, Greek, and German to correct proofs in those languages." He will have to give the "highest guarantees of trustworthiness." In return for the capital in time and money invested in the acquisition of these languages, his salary will start at £120 and will ultimately rise to £150.

AT the recent King's Scholarship Examination 1,506 men and 4,245 women qualified for admission to training colleges. In all the colleges in England there are about 4,800 vacant places. Consequently nearly a thousand qualified students will be unable to find places.

MR. UPCOTT'S report states that there are now 798 boys at Christ's Hospital (Horsham) and 138 girls at Hertford.

(Continued on page 262.)

EASTER 1905.

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THE Sub-Committee of the Head Masters' Conference on Pupil Teachers has met. The fact has been communicated to the Press.

SEVERAL of our readers have been stumped by the geometrical puzzle:—"A brick measures 5 inches in length, 2 in breadth, and 2 in thickness. Show that it can be divided into six cubes." The solution is: "Two cubes of 2 inches and four cubes of 1 inch."

THE *Lancet* tells us that there are 1,724 medical students in the Universities of Switzerland. Of these 766 only are men, while 958 are women. At Lausanne there are 223 women to 103 men.

THE annual report of the Joint Scholarships Board shows that nearly ten thousand candidates have been examined during the past year. But the new scheme of the London County Council for the examination of its junior scholars will lessen the work of the Board for the coming year.

THE published class lists show over seventeen thousand candidates entered for the Cambridge Local Examination last December.

MR. W. A. NEWSOME has been elected Chairman of the Joint Agency Committee.

FROM the *Times* of March 20, 1805—a century ago:

FEMALE EDUCATION.—A number of respectable Families in the Town of Stirling, North Britain, are desirous to have a LADY, qualified to TEACH the ENGLISH LANGUAGE with propriety, and Needle-work in its various branches. The number of Scholars to commence with will be twenty-five, and not to exceed 30, for which liberal terms will be allowed. It will likewise be requisite that the lady be qualified to teach Music, Drawing, and French, for which she will be entitled to charge separately, to those who wish their Children educated in either of these branches. To make this an object to a person of the first abilities, the ladies' Families will ensure the Lady in a sum not less than 25 guineas annually, for 3 years, and that exclusive of the School-fees, until the School is properly established. A person educated in England, and not under 30 years of age, nor much above it, will be preferred; and none but of the most respectable moral character and abilities will be listened to. Applications by letter, post paid, to be made to John Glas, Esq. in Stirling, North Britain.

IF any teacher interested in the spelling and printing of classical texts has not received a circular of questions from Prof. Postgate, 54 Bateman Street, Cambridge, he should write for one.

THE University of Marburg has, for the first time, conferred a degree upon a woman. The recipient is a Japanese lady.

"L'ENTENTE CORDIALE" offers two travelling scholarships for competition. Information can be had from J. Belfond, Esq., Broglence Villa, Melrose Terrace, West Kensington Park.

MR. R. P. SCOTT, LL.D., was presented on Saturday, March 18, at the College of Preceptors, with a testimonial, in recognition of his services to educational organization and progress. It took the form of a solid silver salver with an engraved inscription and an envelope containing a cheque for a considerable sum. Canon Bell (late Master of Marlborough College), who presided, referred to Dr. Scott's founding of the Association of Head Masters, and his work as head of Parmer's Schools. Sir Phillip Magnus emphasized the ability of Dr. Scott, which had secured him the appointment of Inspector of Secondary Schools, and the advice and help he had given to the Board of Education in framing the Education Act of 1902.

THE University of Leeds sends us notice of a number of scholarships open to competition during the present year. Information can be obtained from the Registrar.

THE London County Council advertised for one chief and nine assistant examiners in English Composition and Arithmetic in their Scholarship Competition at fees of £100 and £50 respectively. More than two thousand candidates offered themselves. As no qualifications were attached, we wonder the number did not run into five figures. Every one thinks he can write English and do sums; *a fortiori*, that he can examine on these subjects.

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THE GREEK DEFEAT, AND AFTER.

THE question of compulsory Greek at Cambridge has gone against us. We were never very sanguine of victory, but we confess that we did not anticipate such a crushing defeat. By three to two in a full house the Masters of Arts have pronounced that, except in the case of affiliated students and Orientals, a *modicum* of Greek shall be exacted from all candidates for a degree. If we endeavour to account for this adverse vote, we have no desire to minimize its significance. To judge by past history, it will be another ten years before the attack can be renewed with any prospect of success. It is, however, possible that before that time a Royal Commission may give the University a new constitution. To us, we confess, it appears an indefensible anomaly that the legislative power should be vested in a nondescript body of graduates, nine-tenths of whom are non-resident; and it is no less an anachronism that the degree which confers a vote should be a mere matter of pounds sterling. The result is that the clergy, if agreed among themselves, are able to resist any educational reform, and could to-morrow, if they were so minded, impose Hebrew as a compulsory subject. In the present instance we may safely attribute to the clerical vote the retention of an obsolete text-book which, a generation ago, was irreverently nicknamed by a descendant of the author "Tales of my Grandfather." Why should not University teachers, like head masters, be allowed to settle their own affairs? The Governing Body of Eton has just been asking candidates for the head mastership what is their opinion of the present Eton system, and what changes they would, if appointed, propose to make. Dr. H. M. Butler, when asked by the Public Schools Commission if there were any changes he desired to see in the organization of Harrow, replied: "None—or I should have made them." Many think that this absolute monarchy should be checked and limited, but no one would propose to refer the question of tutors at Eton or home-boarders at Harrow to a *plébiscite* of Old Etonians or Old Harrovians.

But the present majority, though it was determined by outsiders and swollen by the country clergy, is not wholly thus

explained. Even had it been left to the votes of residents, it is doubtful how the day would have gone. The *non-placet* vote was determined by considerations as various and discrepant as those which gave the Government a majority on Mr. Winston Churchill's motion. A full analysis of the motives which influenced the dissentients would be laborious and not very profitable, but it is worth while to indicate some of the less obvious.

First, we may put the argument of the *Times*—which throughout the controversy had backed the reformers, but after the defeat told them that, though right in principle, they went the wrong way to work. "It was a mistake to raise so great a question as the place of Greek in higher education upon the comparatively minor issue of the regulations for a pass examination in which the point that has to be considered is a minimum of attainment." As we know, in the political world every measure of reform is open to the charge of "tinkering" and "piecemeal legislation." In most cases it is merely a move in the game of obstruction, but here we must confess our sympathy with those of our opponents who (like Dr. Butcher) would have the University organized by Faculties—only we fail to follow his argument that the changes proposed by the Syndicate would make chaos worse confounded, and block the way for any larger method of reform. It seems to us, on the contrary, that the provision of alternatives in the entrance examination would facilitate the future delimitation of special courses for special students.

Next came the argument that the two older Universities must move together if they move at all. They are pictured as Siamese twins: no operation, however slight, could be performed on the one without affecting the constitution of the other. Make Greek optional at the one, and the other, which preserves the old tradition, will come to be regarded as the home and refuge of classical scholarship. It need hardly be pointed out that such a view, if pressed, would put Oxford and Cambridge in the ridiculous attitude of Sir Richard Strachan and the Earl of Chatham. It is not obvious why the removal of a barrier should keep any away. The argument can have no force except on the presumption that the pure classicist would be degraded or contaminated by admixture with the modernist unregenerated by Greek; and those who urge it are apparently unable to conceive that an influx of students of science might compensate a possible loss of classical scholars.

Thirdly, not a few who approved the general principle of the recommendations took exception to particulars and consequently withheld their vote. It is true that the revised scheme of the Syndicate removed some of the objections raised in the previous debate, but it is a heavy handicap on any measure of University reform that no amendment can be proposed or accepted. It was assuredly not the intention of the Syndicate to provide a soft option for Greek, and their backers—Dr. Breul, Mr. MacClure, and Mr. Eve—protested no less strongly than their opponents against any such interpretation; but the phrase "*easy translation from French and German*" was an unfortunate one, to which both friends and foes took exception. We think that the Syndics made mistakes also in allowing two modern languages without composition to count as equivalent to one with composition and not including *viva voce*. A comparison, however, between the "unseens" set respectively in ancient and modern languages in the Cambridge Local Examinations might have given assurance that there was no danger of the moderns being let off too lightly.

Lastly, with Dr. Butcher and the *non-placets* who opposed the reform as botching, piecemeal, and patchwork, were ranged those who thought it too sweeping. These would have been prepared to go as far as the Oxford reformers, and exempt from Greek candidates for Honours in Science and Mathematics. We sincerely hope that no attempt will be made to carry such a partial and inadequate measure of relief. How is it possible at entrance to divide the sheep from the goats? Further, it is the Poll man, not the Honours man, whose burden needs to be lightened. To the Honours man Greek is a *gêne*, and, as we hold, a useless annoyance. To the Poll man, who has been trained on the modern side, it is a barbed-wire fence. Again, why should the candidate for the Law or History or Medieval and Modern Language Tripos be compelled to enter through the strait gate of Greek any more than the Mathematician?

We have pointed out some of the causes which brought about the defeat of a reform, confessedly partial, but, as we have

viewed it, a salutary step in the right direction. Our criticisms have been mainly negative, and we can only indicate what, in our opinion, should be the future policy of reformers. We may accept without reserve the two principles laid down in the *Times* leader to which we have referred: the doors of the University must be thrown open to all genuine students, and newer studies must be recognized as vehicles of a liberal education equally with the older classical course. But, even were all agreed upon the end, we doubt whether, under its present constitution, either Cambridge or Oxford could carry out the organic changes involved. It is more than a quarter of a century since the Oxford and Cambridge University Bill was carried by a Conservative Government. Is not the time ripe for another Royal University Commission?

[Since the above was written we have learnt that the Syndicate, reinforced by four additional members, is continuing its labours, and will probably propound a scheme for the creation of new degrees. Its work, if successful, might obviate the necessity of a Royal Commission, and in any case it would pave the way and expedite the work of the Commission.]

REVIEWS AND MINOR NOTICES.

Roman Society from Nero to Marcus Aurelius. By SAMUEL DILL. (Price 15s. net. Macmillan.)

In order to write a great book on such a matter as Roman society during a century and a quarter of national life a man must bring much to the task. Besides having a close acquaintance with the relevant texts, he must have studied the outside sources of information by which they are explained, confirmed, or supplemented. Coins and inscriptions (the neglect of which impaired Merivale's lucid and persuasive History) are as necessary for him as ancient books. Then to a knowledge of these first-hand authorities he must have added a minute survey of what is called, not with universal appropriateness, the "literature" of his subject. Articles in scientific journals, monographs, dissertations, and the like learned tracts multiply nowadays rapidly about every disputed point; so that even our highly developed resources of catalogue and index will scarce have enabled him to grapple with their contents. Nor yet is the utmost zeal in gathering facts enough: he must, further, be endowed with the critical faculty, and he must have some power of presenting his accumulations in a good order and in attractive speech. Lacking these acquirements and gifts utterly, he will labour in vain.

Prof. Dill, of Queen's College, Belfast, who has already investigated social history in the last century of the Western Empire, now makes the time from Nero to Marcus Aurelius his theme. As to his qualifications, we are confident that he knows his authors well, and he has drawn sufficiently on inscriptions. "The Circle of the Younger Pliny" (Book ii., c. 1), for example, is a model of penetrating study in contemporary evidence. Prof. Dill is less strong in the secondary authorities. We have not been able to convince ourselves that he has always been in touch with the latest inquiries. At the first glance we observe that he does not use the common notation by which the editions used are conveniently indicated. Why did he not, for instance, on page 92 send us to Friedländer thus: "*Sittengesch.* i, 231"? Was it for fear of betraying that the reference is to a work forty years old, and that he has not troubled to provide himself with the newest edition even of the most important text-book relating to his subject? Such negligence is a source of error in his results. Any book of reference issued recently would have taught him that Statius, "*Silv.*" iii. 3, is not a panegyric on Claudius Etruscus, but a poem of consolation addressed to Claudius Etruscus on the death of his father, who, it may be assumed, was named Claudius, but who is nowhere styled Etruscus. We give one other instance of belated learning: when he talks of the *taurobolium* he bids us go to the well known verses of Prudentius, which describe how the bull, being slain, bathed with its consecrating blood the votary stationed in a trench below. But Prudentius is only authoritative for the fourth century. Earlier inscriptions, as the latest researches have proved, know nothing of the *taurobolium* as a consecra-

tion, and exhibit it as a sacrifice. Now it is just in its sacrificial aspect that the ceremony belongs to the age that Prof. Dill has chosen to illuminate.

It is a real defect—this deafness to the nearest voices. Nevertheless, we will not lay stress on it unduly. For in getting a large book ready for the press a writer has so much to occupy him that he must close his ears at times if he would make any progress. Let us go on to the third qualification that we have desiderated, and ask whether Prof. Dill has the critical faculty. Not, we venture to think, in the highest degree. Must we justify our opinion? He repeats the statement, not quite indefensible, yet quite improbable, that Aurelian's mother was a priestess of the Sun. Flatterers would naturally endeavour to connect, by this link as by others, the imperial, but base-born, patron of Sun-worship with the *gens Aurelia*, the hereditary guardians of the cult at Rome. But it is the business of criticism to prick the bubbles of adulation, and to reject assertions which, with strong bias, rest on weak testimony. Again, Prof. Dill permits himself to see Tacitus tenderly, yet strictly, guarded from the taint of slave-nurses by an unspotted mother. It were as sober an imagining to represent the historian as suckled by a bright-eyed Italian countrywoman, unfree save in the exercise of a picturesquely mendacious tongue. Such efforts of constructive imagination profit us nothing, and are alien to the spirit of modern criticism. Those who have a proper receptivity for that spirit no longer make them.

As to the manner in which the subject is put before us, we consider the arrangement to be happy, enabling the writer, as it does, to cover the field by means of disquisitions each complete in itself. The language, brilliant in general, has occasional flaws. The "morale of the senatorial order" we had supposed to be a discredited form of speech. *Morale* is sound French; but, if Prof. Dill meant "morality," why did he not say "morality"? As to the word *litterateur*, which he also employs, it being neither good English nor good French, we can only recommend that it should be banished to Jersey. But these are little spots on a wide and bright surface. The book, as a whole, is written in fine, manly English—the English of one for whom words are coins of definite weight, colour, and mintage, not uncertain tokens to be palmed off on the reader for what they will fetch.

We must now sum up, and give with all courtesy the judgment for which we are asked. It will be seen that we have not found our author to possess incontestably all the requisites of a supreme painter of Roman society. Yet he possesses them in such a measure that he has been able to produce, not a great book, but still a good book. It is a book, moreover, of enthralling interest. Not only does it treat of secular life in many phases, but it addresses itself also to the student of religion. For one of its objects is "to show how the later Stoicism and the new Platonism, working in eclectic harmony, strove to supply a rule of conduct and a higher vision of the Divine world." The throes of the ancient world by which it prepared itself for Christianity—that is the subject, to put it in little, which Prof. Dill has handled. He has handled it, not perfectly, but so well that his work will prove indispensable or useful to all who concern themselves with this chapter in the history of civilization. For ourselves, if we have pointed out his weaknesses, we are, nevertheless, grateful to him for his labours. By his literary charm he will draw to educative classical studies some of those who hold aloof or are restrained from them on the ground that classical scholarship is thorny and classical books are gall. That is why we thank him.

An Unwritten Chapter in the History of Education. By H. KINGSMILL MOORE, D.D. (Price 7s. 6d. net. Macmillan.)

The "Chapter" is well worth writing, and no one more fitting and able to write it could be selected than Dr. Kingsmill Moore, the present Principal of the Church of Ireland Training College. The fine buildings of the Training College stand on the site once occupied by the offices and schools of the "Society for the Education of the Poor of Ireland," a society formed in 1811 by a group of Irish gentlemen for the purpose of spreading thoroughly good education among the poor of Ireland, then practically without any education at all. It is noticeable that it was about the same time that the fine schools of the Catholic "Christian Brothers" were started.

The Society lasted till 1831, and accomplished an astonishing

work. It established schools in every part of the country attended by children of all denominations, 90 per cent. of whom were Roman Catholics. On the Council of the Society were men of all religious creeds, and it was with the sanction of the Catholic Bishops that the children attended the schools. The society advanced money for school buildings, assisted schools already existing or started by other philanthropists, trained teachers, brought out whole sets of school-books (almost none existed at the time), and established a thorough system of inspection. There were three remarkable features in the undertaking. First, the vast unselfish work done by the promoters. Three days a week they attended committee meetings beginning at 8 a.m.—providing even their own breakfast and cups and saucers!—while the time and labour given by certain members can never be computed, and all without a penny of remuneration. Secondly, the excellence of the education given, which was based on the Lancastrian system. Eloquent testimony is borne by foreign visitors to the good arrangements of the schools, the teaching, and the inspection. The third feature is the vastness of the work accomplished with comparatively small funds.

At first it was carried on wholly by private subscriptions, but in 1815, public attention having been aroused, Government gave a grant—the first Parliamentary grant given to primary education in these countries. This grant, however, never exceeded £30,000. Compare this with the million and a half expended to-day in Ireland on a population but half that of 1830. With such public support they maintained in 1830 1,634 schools, attended by 100,000 children. Of their cheap books there were sold 957,457. (School lending libraries for home reading were part of their scheme, and suitable books were brought out for them.) Of trained masters they had in 1831 nearly 2,000.

In 1831, after a long struggle, the Government grant was withdrawn, and this remarkable work came to an end—one of the sad endings that mark many pages of Irish history. The cause in this case was, briefly—O'Connell, and the obstinate determination of the Council to adhere to their principle of having a portion of the Bible read each day in school without comment or explanation, all other religious teaching being excluded, while also the teachers were appointed without any regard to creed. O'Connell, for his own purposes, was rousing the hitherto timid and quiet priesthood to political activity. He attacked the schools: the priests refused to allow the children to attend. A Commission was issued that recommended the abolition of the reading of the Bible—which was quite useless apparently to the children—the instruction to be wholly secular, with religious teaching given by the clergy in after hours. The Society refused to give up their principles—a mistake, bearing fatal fruits—and their work had to come to an end. It passed away, and the papers of the Society were thrown aside or stored in cellars. Its work remained unrecorded; it had become a mere tradition when Dr. Moore, in 1884, became Principal of the Kildare Street Training College. He found some of the documents in the old house, and, with unwearied labour, has now brought the past history of the Kildare Place Society to light, and, what is of the greatest interest, fully detailed their methods of teaching and school management. He has told a remarkable story in a very clear and interesting fashion.

Miscellaneous Essays and Addresses. By HENRY SIDGWICK. (Price 10s. net. Macmillan.)

These papers are classed by the editors under the three divisions of literature, economics and sociology, and education. We should add a fourth, religion, which is treated directly in a review of Seeley's "Ecce Homo" and indirectly in the articles on Clough and Matthew Arnold. The paper that will at the present moment excite most attention is "The Theory of Classical Education," which appeared in "Essays on a Liberal Education," a volume long out of print. We have no intention "veterem renovare dolorem," and will only say of it that, in view of the time when it was written and the age of the author, it is a remarkable essay, anticipating most of the arguments with which we have recently been deluged and presenting them with a philosophic breadth that is rare among reformers. Equally striking, though slighter, is the review of Mr. Kidd's "Social Evolution." Shaft after shaft of criticism pricks the inflated

balloon till it collapses, and we are left alone with the professor to speculate on the possibilities of historical prediction.

Where all is good it is perhaps invidious to mark what is less good; but in the literary criticisms Sidgwick seems to us to travel out of his proper sphere. Nothing, for instance, can be happier than the analysis of Clough's temperament, but from the remarks on particular poems we often find ourselves dissenting. Thus "Ite domum" happens to be a favourite of ours, but Sidgwick pronounces most of the song rather commonplace. The exquisite refrain, "Home, Rose, and home, Provence and La Palie," might have shown him that it is kine, not goats, that the girl is driving. On the same page we are told that the "Mari Magno" tales are written in obvious emulation of Crabbe. We hold that they have far more affinity with Chaucer, and the sneer at Coventry Patmore would certainly have disappeared had Sidgwick lived to see the volume through the press. These, after all, are digressions, and the body of the book is a sound vintage that loses nothing or improves with keeping.

An Outline of the Theory of Organic Evolution. By MAYNARD M. METCALF. (Price 10s. 6d. net. Macmillan.)

The title on the cover of this handsome book—"Organic Evolution"—reminds us that the same publishers issued some years ago another work under an identical name—the book by Eimer translated by Cunningham. The book at present under discussion differs, however, widely from its namesake, since it is intended for beginners in natural science, and, as its author puts it, is designed "to give a comprehensive outline of the theory [of evolution], with just sufficient illustration to invite the reader to seek fuller knowledge of the great number of interesting phenomena which are related to the theory." We think that the writer has been singularly successful in carrying out his task, and can recommend his book to all who desire to obtain a general conception of a theory which has attracted, and will still continue to attract, widespread interest and attention. The book is temperately written and most admirably illustrated by coloured and uncoloured plates. The author has evidently grasped the fact that in a subject like this copious illustration not merely assists the comprehension of the reader, but, in addition, saves many pages of explanation. These illustrations will prove, we are sure, of great value to teachers of Nature study. The book would perhaps have been more interesting to the English reader, and some of its facts would certainly have been more easily realizable, had the plants and animals dealt with been European rather than American, but, seeing the place of origin of the book, one has no right to complain of this, and, after all, the reader will gain acquaintance with a series of illustrations of the theory additional to those met with in the pages of English writers on the subject.

Perhaps it is the writer's more complete knowledge of the flora of his own continent which has led him to recommend the late Mr. Grant Allen's book on "The Colours of Flowers" to his readers. We doubt if this recommendation would be endorsed by most English field-botanists. An interesting chapter is devoted to the thorny question of the evolution of man, and the only criticism which we shall make upon this is that it appears to us too much to ignore the undoubted weakness of the positive proofs for such an evolution. Looking at all the aspects of the case, most persons familiar with the facts of anthropology—using that word in its widest sense—would, we fancy, agree that the physical attributes of man, at least, are most easily and satisfactorily explained by such a theory. It must be confessed, however, that conclusive evidence is still wanting, and that, so far, the craniological data afford little help in this direction. We can heartily recommend this interesting work.

"English Men of Letters." New Series.—*Thomas Moore.*

By STEPHEN GWYNN. (Price 2s. net. Macmillan.)

Mr. Gwynn has done his work exceedingly well. We have a clear and sufficient account of Moore's brilliant but fluctuating career, and—what gives real pleasure—receive a charming impression of the little bard, who, gay as a butterfly, the delight of society, in which he himself delighted, impulsive, emotional, half tears, half sunshine, yet possessed so much high principle and dignity, so warm, honest, and faithful a heart, and did for his country a work so far reaching and original. In addition,

Mr. Gwynn gives a just estimate of Moore's genius, which contains many happy touches.

Gone for ever is the charm of "Lalla Rookh," and its fellows—"Lalla Rookh" for which Longmans gave £3,000, the highest sum ever before given for a poem, and declared twenty-five years later that "it was the cream of all their copyrights"! But the Irish melodies and Moore's political satires in verse—to which we think Mr. Gwynn hardly does justice—will never die, while the influence the melodies have had both abroad and in the hearts of his countrymen is only approached, but not attained, by the feeling Scotchmen have for Burns' poetry.

Before Moore, Ireland was voiceless. Except for the eloquence of patriots, lost in the buried records of an extinct Parliament, or—more grim and realistic evidence—entombed in English State Papers, her sufferings and her point of view had obtained no expression in the English tongue. Moore broke that tragic silence. He made Ireland known to the world, and, if the picture he gave was limited by his own personality and knowledge, yet it was one full of beauty and pathos, which aroused all who read his poems or listened to them sung, and was accepted with extraordinary appreciation by Irish people of all classes and creeds. Even now, when a new Ireland has grown up with new singers, we have hardly lost the feeling that Moore's Ireland is the real Ireland, *our* Ireland, so deeply did he influence several generations, so much have his countrymen accepted his voice as the expression of themselves.

As a literary artist it is only in his satirical verse, and in some of the "Melodies" that Moore shows any distinctive gift. As Mr. Gwynn points out, he had neither intellectual strength nor profound passion, nor does he attain to "a class of verse to which hardly any can be preferred—music as simple as a bird's, dealing in the simplest emotions free from all taint of rhetoric." Moreover, he suffers from the fatal sentimentality and conventionality of the style of his day. But he has eloquence, pathos, and sweetness, and in his lighter verse an airy brightness and roguish gaiety, wholly his own. Moore is a unique figure in English literature, and well deserves being included in this series, and in being as efficiently treated as he is by Mr. Gwynn.

A Day at Dulwich. By A. H. GILKES. (Price 1s. net. Longmans.)

The title is reminiscent of "A Day of my Life at Eton," by an Eton boy, and whets our curiosity. What revelation could be more interesting than a page from the diary of a head master, in wit a man, in innocence a child, a combination of the wisdom of Socrates with the ingenuous frankness of Pepys? Such expectations, excited by the title, are doomed to disappointment. The master is a dim presence in the background: twice only is the oracle heard: once to point the inner significance of the lesson appointed for the day, the day of the great football match—"neither taketh He pleasure in any man's legs"—and once to inquire who is to escort the rival team from the station. The booklet is, in fact, an essay on school games and classical study in the manner of a Socratic dialogue, the scene of which is laid at Dulwich. A defence of Greek takes the shape of a lesson or lecture to the sixth on the thesis: "It is by a knowledge of the methods that the Greeks taught to the world that the right way to read the Bible is to be found." It is an eloquent sermon, but we should be anxious to know how such a sentence as the following appeared in the "notes" that the class had to make:—"Here [in the Greek ideal] really is the fourth dimension, that which is, in fact, the removal of all other three dimensions, the removal of measure altogether, the infinite withdrawal of self towards real life." To read the Bible with the open mind of a Greek is sound advice, but this is not the same thing as reading it through Greek spectacles. The Socratic *elenchus* may be a discerner of spirits, but it is not a key to the universe, or even to a sound theory of secondary education. The divinity that doth hedge a head master still shrouds him from our eyes, and the lifted veils shows us "nulla deum effigie, vacuum aedem et inania arcana."

The Speeches of Isaeus. By WILLIAM WYSE. (Price 18s. net. Cambridge University Press.)

The text of Isaeus was edited for Teubner by Thalheim two years ago. An English commentary has long been much needed. The want is now supplied, and a copious *apparatus criticus* is furnished by Mr. Wyse, formerly a Fellow of Trinity College, Cambridge, and sometime

Professor of Greek in University College, London. Although he does not penetrate the language of his author with the loving insight of a Shilleto, he handles the matter with consummate skill. Indeed, it is in the subject-matter that his chief interest lies. "The leading purpose of this edition," he writes, "is to show by analysis of the extant speeches that ancient scholars had a juster appreciation of the orator's art than is shown by modern writers on Greek law, for some of whom his unsupported statements appear to carry the authority of decisions of a Supreme Court; and that to extract truth from the arguments of an advocate bent on winning a verdict from an ignorant tribunal is a more delicate operation than many people seem to suppose." What impresses us most in the book is its *Gründlichkeit*, its thoroughness—a quality wrongly supposed to be the exclusive property of Germans. A sly touch in the introduction we cannot withhold from our readers. Finding fault with Prof. Scholfield's Greek, he adds: "A Prime Minister would have rendered a real service to learning by promoting him to a bishopric." But is it not rather sad for the Church of England if the Episcopal Bench is to be filled from the ranks of unsuccessful schoolmasters and incompetent professors of Greek? That, however, is a parenthesis. The book is excellent. If we dismiss it with a short notice, the reason is that the questions it raises are too technical for our columns. We must be content with recommending it heartily to all students of Attic oratory and Attic law.

A Book of Remembrance. By ELIZABETH GODFREY.
(Price 2s. 6d. net. Methuen.)

A lyrical calendar differing from an anthology only in so far as each poem is more or less closely associated with the season, and is limited in length to a couple of pages or about fifty lines. Three-fourths of the lyrics are modern, and the acknowledgments for permission to use copyright poems occupy three pages of its preface; but the Elizabethans are also well represented. Miss Godfrey has a catholic taste, and has garnered in about equal proportions old and new. Though, as is natural, we miss some of our favourite pieces from the minor poets—William Cory, T. E. Brown, Owen Meredith—yet there are not half-a-dozen that, if we had the revision, we would cut out. If a personal testimony is permissible, there is a lyric by J. Meade Falkner which we cut out of the *Spectator* some years back and welcome again as a lost friend. The lines here left anonymous, "La Vie est vaine," are Maeterlinck's. The other translation admitted is a fragment that does not do justice to Sophocles. Altogether it is a delightful little volume.

French Composition by Imitation. By HUBERT BROWN. (Price 2s. Blackie.)

A piece of English is given with a fair copy facing it (more often, we suspect, it is a piece of French translated into English), and following the English are two variations of the same story, retold in other words and with other constructions. The method is thoroughly sound, and great skill is shown in varying the matter so that the pupils cannot simply copy from the French. Our only objection to the book (if it is an objection) is that it is better fitted for oral than for written work. A master who is careful to avoid all occasions of cheating will scruple to give the order, "cover up the right page before you write." We should, therefore, like to see the book in two parts. This criticism, however, does not apply to the test sentences, which are a useful feature.

(1) "University Tutorial Series."—*Clive's Shilling Arithmetic.* Edited by W. BRIGGS, LL.D., M.A. (2) *Practical Arithmetic.* By A. CONSTERDINE, M.A., and S. O. ANDREW, M.A. (Murray.) (3) *Arithmetical Examples.* By W. G. BORCHARDT, M.A., B.Sc. Second Edition. (Price 3s. Rivingtons.) (4) *Examples in Arithmetic.* By C. PENDLEBURY, M.A. (Price, with or without Answers, 3s. Bell.)

The first of these books follows in the lines of its predecessors, the "Junior," "School," and "Tutorial" Arithmetics. It consists mainly of definitions, rules, and a large series of examples, many of which are to be worked orally. The second volume, one of "Murray's School Library," is more accurately described by its subsidiary title: "An introduction to elementary mathematics for scholars between the ages of nine and twelve." In the second edition of his useful "Arithmetical Examples" Mr. Borchardt has added five new exercises, of which one, consisting of miscellaneous problems on the metric system, is specially deserving of mention. Mr. Pendlebury's "Examples" are extracted from his admirable "New School Arithmetic," and, in their original form, are probably now well known.

Des Vacances à Paris. By VIOLET PARTINGTON.
(Price 1s. 6d. Horace Marshall.)

A simple narrative of a small girl's visit to Paris which is sure to interest small girls. It is nicely illustrated, and there are "construes" of all the hard phrases at the end. The format, obviously adopted to suit the pictures, strikes us as awkward. It is, perhaps, presumptuous to criticize the French of so good a scholar as Miss Partington, but for "Aussi que de questions elle avait posées à sa mère," we should have written "avait-elle," and translated "how many questions" instead of "what."

McDougall's School History of Great Britain and Ireland. With numerous Maps. (Price 1s. 6d. McDougall's Educational Company.)

This is a brief history of the Empire, fitted out with summaries, maps, &c. Part IV. deals with "The Institutions under which we live," and will be found both interesting and useful.

The Harmsworth Encyclopædia is a bold attempt to give the million (here no figure of speech) a work of reference. It is issued in fortnightly parts, price 7d., and will extend to forty parts. In other words, one halfpenny a day continued for twenty months will purchase the complete work. When we add that the matter is wholly new, that each part consists of 160 three-column pages, and that it is profusely illustrated, it will be apparent that unless the sale ran into seven figures the venture could not pay. The list of contributors is sufficient guarantee for the quality of the matter. Thus, on the literary side we find E. Gosse, A. Lang, H. Bradley, G. Saintsbury, and the late W. Besant, to name only a few of the more distinguished. One excellent feature is the bibliography attached to the more important articles.

Précis and Précis Writing. By A. W. READY. Second Edition, Revised. (Price 3s. 6d. Bell.)

Eight introductory pages give clearly and forcibly the essentials of *précis*-writing; then follow fourteen specimens that have been actually set in public examinations. Lastly, we have one specimen fully worked out—rough copy and final copy—and short hints on the others. It is a workmanlike book based on long experience as a private tutor.

Duruy's History of France. Abridged and translated by

Mrs. M. CAREY. (Price 8s. 6d. net. Dean.)

No word is needed to recommend Duruy's "History," which has taken its place as a text-book in France—well planned, sober, judicious, like the statesman himself. Mrs. Carey has done her part well, and her English is idiomatic. For a schoolbook the price is somewhat high; but this is accounted for by the number of good maps.

Astronomical Discovery. By H. H. TURNER. (Price 10s. 6d. net.) Arnold.)

The Savilian Professor of Astronomy, if we may be pardoned a stock quotation, "bears his learning lightly as a flower," and discusses in these six popular lectures the element of chance in astronomical discovery. The vulgar view is well represented by Keats's simile of

"the watcher of the skies

When some new planet swims into his ken,"

and we may accept as almost certain Prof. Turner's conjecture that Keats had in his mind the discovery of Uranus by Sir W. Herschel, in 1781, and of the four minor planets, discovered during the decade preceding the sonnet. We have referred to this as an instance of the literary attractiveness with which the professor invests his scientific narrative. The lecture on Sun-spots is specially appropriate at the present moment.

A Short History of England. By EDWARD CHREYNEY, Professor of European History in the University of Pennsylvania. (Price 6s. 6d. Ginn.)

This book is admirably adapted to its purpose, which is to give a clear and comprehensive view of English history to American students in as small a compass as possible. Some time ago it was a common complaint in England that the anti-English tone in American educational books made anything like real cordiality between the two countries impossible. No such complaint can be made about this history. It is eminently calm and fair—doing justice to both sides in the ever-to-be-regretted quarrel which led to the disruption of 1776, and referring without any bitterness to the line taken by the upper classes in England in the Civil War in America. It begins with a clear account of the geographical position and physical features of the island and of the race elements of the people. The chapters on Pre-historic and Celtic Britain and Roman Britain are good, and there are excellent maps and interesting illustrations all through the book. Each chapter ends with a summary, and to each is added a list of works and poems suitable for the teacher's own study. A book of readings from primary sources to be used in connexion with the text-book is in preparation. The footnotes explaining technical terms are apposite, and not so numerous as to be neglected. They are, of course, mainly for American students, to whom many such terms must be quite unfamiliar. The book is American and for American use, and each nation has, of course, a right to spell as it likes; but to English eyes "woolen," "traveler," "labor," "defense," give to the pages an un-literary aspect which the book does not deserve, for it is well got up, and the pictures of old English fortified manor houses, landscapes, castles, and abbeys are of great interest.

Thiers' Moscow Expedition. Edited by HEREFORD B. GEORGE, M.A., Fellow of New College, Oxford. With six Maps. (Price 5s. Clarendon Press.)

This book, issued by the Clarendon Press, no doubt with a view to the Joint Board Examination, appears at an opportune moment, for the Russia of 1805 is the Russia of 1905. It consists of selections from Thiers' "History of the Consulate and the Empire," beginning with the battle of Borodino, and carrying the story on to the end of the

campaign. There is an excellent preface, setting forth clearly why Napoleon undertook the expedition and the causes of its failure, and containing some illuminating criticism of Thiers's treatment of his subject, its merits and defects. There are copious notes, interesting to the adult student, but far too numerous, we venture to say, for examination purposes. The time and energy, both of teacher and pupil, will inevitably be given to getting up these notes, and the pupils will be confused between what Thiers says and the real facts. It would, it seems to us, be better to let the learner enjoy and take in as much as possible of Thiers's literary style and spirit, the teacher impressing from time to time on him the fact that the book is "not sober history, but a prose epic." There are several good maps and diagrams, and a personal and geographical index. There are no portraits or illustrations—a serious defect—and the pages would have been the better for being broken up into paragraphs.

Ambidexterity. By JOHN JACKSON. With an Introduction by Major-General BADEN-POWELL. (Kegan Paul.)

This interesting volume is in two parts—the first theoretical, the second practical. The cause of right-handedness is a problem that has baffled the physiologists, and we seem no nearer a solution to-day than in the age of Hippocrates. On the other hand, it is hard to believe with the author that primitive man was ambidexterous and that dexterity is wholly due to custom and imitation. We may fully allow the cumulative force of transmitted habit, and yet we must postulate some momentum, however slight, in favour of the right hand at starting. Language offers an unquestionable testimony as to the antiquity of the preference. But Mr. Jackson's praxis is independent of his theory, and we can heartily back his advocacy of the teaching of ambidexterity (would not "bimanualism" be a happier term?) from infancy upwards. As to the advantages of simultaneous writing, in spite of the striking specimens given, we are not convinced. The book is a real contribution to pedagogics.

Advanced Course of Object Lessons in French. Book III.

By ALEC CRAN. (Price 1s. 6d. Nelson.)

Picture lessons would be a juster title. On each page on an average is an illustration, and the text consists of appropriate questions and answers. The book is well planned to add to the pupil's stock of common words, but we prefer a narrative followed by questions.

Messrs. Methuen's "Standard Library," the first volumes of which appeared on March 16, is a bold and spirited venture undertaken with the object of providing the public with sound texts of the classics of all nations. The price per volume is 6d. net or 1s. net bound in cloth. The print is very legible and the paper of fair quality, and, what in our eyes is a strong recommendation, light in weight. The only feature that suggests cheapness is the somewhat scant margins, and for the soundness of the text the general editor, Mr. Sidney Lee, is sufficient guarantee. Further, the texts will be complete. In a somewhat similar series issued some twenty years ago the student was incensed to discover that the work had been clipped without warning to come within the regulation number of pages. Besides the great writers like Shakespeare and Milton, we find in this first announcement many books that the poor student must have coveted—Massinger's "Plays," Edward Fitzgerald's "Translations of Calderon," Rossetti's "Translations of the 'Vita Nuova' and the Early Italian Poets," and the complete works of Sir Thomas Browne. Our gratitude to Messrs. Methuen may be expressed as a sense of favours to come, a hope that the series will be appreciated at its proper value by the public and eventually include all our great English classics that are out of copyright.

PRIVATE SCHOOLS ASSOCIATION, INCORPORATED.

THE Association held its annual meeting at the College of Preceptors on Friday and Saturday, March 3 and 4. Mr. A. Milne, the Hon. Secretary, in presenting the report of the Council, said that the past year had been an anxious one for principals of private schools, who had had to face the unfair competition of rate-aided schools. The deputation that waited on the Board of Education in July had received fair words, but little comfort. They were told that they must seek redress in legislation, but no hope of any amending Bill was held forward. Sir Henry Kimber, who was elected President for the ensuing year, urged the Association to hammer away persistently, and sit at the doors of the Board of Education till their just claims received attention.

At the Saturday meeting the question of joining the proposed Federal College of Secondary Teachers gave rise to an animated debate. Five resolutions were proposed by Mr. W. W. Kelland, the Hon. Treasurer, who explained fully the scheme as it at present stood, and the modifications that the Council of the P.S.A.I. demanded. The opposition was led by Dr. Reddie, of Abbotsholme, who showed himself no regard of persons, and railed against all the first-born of Egypt. The point he pressed was the over-representation of public

schools on the proposed Council. The Head Masters' Conference was a *fainéant* body that had no claim to representation at all. They stood for schools which were exceptional only in being behind the times; the private preserves of a small section of the community, and that not the most valuable. They should be merged in the Incorporated Association of Head Masters, a body that did do something. Both bodies were diametrically opposed to the interests of private schools. The public schools were the Established Church, and the private schools were the Nonconformists, of the twentieth century. The federation was a net spread for them by the modern Archbishop Laud. He hoped they would not walk into the spider's web, and allow themselves to be gobbled up. Nor had they anything to hope from the Board of Education, as he had discovered when he attended deputations. The Board was ruled by officials who were public-school men, and had no sympathy with venture schools, "a noble lord who might know something of coal mines, but knew nothing of education, and an ambitious young fellow who stood at his ear and prompted him." They must fight their own battles.

Miss Lawrence, of Roedean, answered Dr. Reddie in a calm and temperate speech which acted as a *quas ego*. Hitherto the policy of the Board of Education had been largely controlled by the elementary teachers, who were a solid phalanx. Nothing could be done which militated against the N.U.T. Secondary teachers must organize themselves in the same way if they were not to go to the wall. Some thought the House of Lords an effete institution, but to abolish it was not yet within the range of practical politics. So with the Head Masters' Conference. A scheme of the Brighton County Borough Council to co-ordinate all the secondary schools of the district was given as an instance of the need for a corporate body of secondary teachers that could speak with authority and prevent grievous wrong to private teachers.

Dr. Sibly said that he had welcomed the proposal when first started. The imminent danger that threatened education was an official bureaucracy, and the public schools might join hands with them in opposing it. But the conferences which he had since held with the executive of the scheme had made him suspicious that the interests of private schools would be sacrificed. He had inquired in vain what were the real objects of the College, but could get no answer. Later on he was told that one of the main planks was to urge upon Local Authorities a very much larger expenditure upon secondary schools. Then he had tried another tack, and put before the executive the policy of the P.S.A.I., asking whether it would be supported. Canon Bell had refused to answer, but Dr. Scott had said to him, "I cannot think how you can come here to support such a policy; it has been utterly repudiated."

Eventually Mr. Kelland's resolutions were carried with important amendments. "That the administration of the proposed College should be carried on by a Council consisting of an *equal* number of representatives of each confederate body, and of a number of members co-opted by the whole Council" was altered to "an agreed number." By another amendment it was resolved that educational qualifications for membership imposed by the proposed College shall not be accepted unless unanimously agreed upon by the representatives of the federated associations. Incidentally it was mentioned by the Secretary that from 20 to 25 per cent. of P.S.A.I. members were registered on Column B. As to the amount of annual payments to the College, Mr. Kelland stated that on the proposed terms they would be asked for £250 a year, an impossible sum. The utmost they could afford was £100; but the scale of subscriptions was to be reconsidered. Several members demurred to pledging themselves to pay even £100 a year for five years.

At the afternoon session the General Secretary, Mr. H. R. Beasley, opened a discussion on "Private Schools and Local Education Authorities." The subject had been entrusted to Mr. Millar Inglis, but, in consequence of that gentleman's temporary indisposition, he had undertaken at very short notice to fill his place. He began by defining a private school as one in which, not only the professional, but also the financial, responsibility was vested in a single head or principal. By this definition proprietary schools were excluded. He contrasted the different measure that had been meted out to private schools under the Acts of 1870 and 1902. Before 1902 the bulk of secondary education had been in private hands, but, while in 1870 the vested interests of voluntary schools had been fully safeguarded, in the Bill of 1902 what he might call their voluntary secondary schools had been ignored, and it was only by pressure brought to bear on individual members that he had succeeded in persuading Sir W. Anson to insert the clause requiring Local Authorities to have regard to existing schools. It was contended that this clause would prove a dead letter, as there was no machinery for enforcing it; but they had it on the highest legal authority that an action would lie against any Local Authority that could be proved to have set up an unnecessary secondary school. He hoped that this liability would be established by a test case. The encroachments of the Local Authorities were shown by a recent return of the Board of Education. They already controlled 4.1 per cent. of the secondary schools and 17 per cent. of the secondary scholars in the kingdom.

He sketched the proceedings of a model Education Authority.

First they would make a survey of the schools in their district. Then they would make overtures to the principals of private schools to see whether they would lend or adapt themselves to the general scheme. Many, doubtless, would decline; and he advised all private schools that wished to remain private to have nothing to do with Local Authorities. Then, and not till then, County Councils would be justified, if they found the supply inadequate, in setting up schools of their own.

What private schools might fairly ask of County Councils was the use of public laboratories and art rooms for their pupils, and the supply of peripatetic teachers where such were employed by Councils for public schools. Only they must seek out the Local Authorities and lay their case before them; it was not reasonable to expect the Local Authorities to take the first step. The action of various Counties and County Boroughs was criticized: Bedfordshire being held up as a model county, with Norfolk and Staffordshire at the opposite pole.

Lastly, the Board of Education was censured not only for refusing grants to private schools, but also for declining to lay down the conditions for the recognition of schools. Complaint was also made of the Board of Education inspections. To his knowledge, principals of private schools who were educationists to their finger-tips had been grossly insulted by Board inspectors; and, when complaint was made at headquarters, nothing had been done but to transfer the offending officers to other districts.

UNIVERSITIES AND SCHOOLS.

BEDFORD COLLEGE FOR WOMEN.

A special course of lectures on "The Teaching of Hygiene" will be given by Miss Alice Ravenhill, Fell. San. Inst. It is proposed that the lectures should be given in the Easter Term, beginning Thursday, May 18, at 4.30 p.m. Fee for the course, one guinea. For further information, apply to the Principal, Bedford College, York Place, Baker Street, W.

ST. MARY'S COLLEGE, PADDINGTON.

The first meeting of the Governors of St. Mary's College under the new Board of Education scheme will be held this month. The Hebdomadal Council of the University of Oxford have appointed the Right Hon. J. G. Talbot, M.P., as their representative; and the Council of the Senate of Cambridge University have appointed the Dean of Westminster, while Sir Melville Beachcroft remains the representative of the London County Council. Lady Frederick Cavendish and Mrs. Scharlieb, M.D., M.S., are among the co-opted members.

LONDON.

The Senate has conveyed its thanks to the Mercers' Company for a donation of £1,000 to the University for the promotion of the study of physiology at University College. Members of University College at the recent annual meeting approved the Bill for transferring the college to the University. £17,000 was lacking to the total of £200,000 which is a necessary condition of incorporation. The Fishmongers' Company has recently given £1,000. The above Bill, together with proposed amendments in the Statutes of the University, is undergoing consideration by the Standing Committee of Convocation, which also at its recent meeting appointed a sub-Committee to consider the practicality of establishing a University boat on the river and of promoting University athletics generally.

At the May meeting Convocation will have to elect members to fill the places of its retiring representatives on the Senate (who are re-eligible).

During the year 1904 twenty graduates of other Universities and persons qualified under Statute 113 came up for the Doctorate. Of these, four came from Oxford, four from Cambridge, and others from Bombay, Durham, Heidelberg, the Royal University of Ireland, Madras, Melbourne, Sydney, the Victoria University of Manchester, and the University of Wales.

The negotiations between the Universities of Oxford, Cambridge, and London for the mutual recognition of Matriculation and other Certificates have resulted in a definite agreement, by which, under certain conditions, the Cambridge Previous Examination and the Cambridge Senior Local Examination will be accepted in lieu of the London Matriculation; and the London Matriculation, whether taken in its ordinary form or in the form of the School Examination for the School-leaving Certificate, will exempt from the Previous. The negotiations are still in progress as between Oxford and London. The Senate has resolved to interpret retrospectively the agreements with Oxford and Cambridge when concluded.

History and Geography has been added to the optional subjects at Matriculation, but it cannot be offered by those who take either Modern History or Physical and General Geography. The joint paper will be set for the first time in June next.

The Boards of Studies have been constituted for 1905, and are to be seen in full in the *Gazette* of February 8.

Mr. W. Loring, M.A., has been appointed Warden of the Goldsmiths' College, New Cross, recently taken over by the University and to be opened as a training college for teachers. There are also vacancies for a Vice-Principal and Master of Method and a Vice-Principal and Mistress of Method: salary, £500 per annum.

Dr. Edwards has resigned his post as Secretary to the University Extension Registrar, having been appointed Inspector of Secondary Schools under the Board of Education. Mr. R. Roscoe, B.A., has been appointed in his place as Secretary, and Miss Jessie D. Whyte as Assistant Secretary, to the Extension Registrar.

OXFORD.

It was inevitable that great interest should be aroused at Oxford by the Greek vote at Cambridge in the beginning of March. The reformers were considerably disappointed, for, though the more cautious of them

Greek.

may have hardly expected victory, they no doubt thought the majority either way would be small. We do not propose to reopen the controversy now, of which enough has been heard for the present; but it is interesting to note that no sooner was the defeat sustained than it became apparent that some of the victors seemed anxious to show that they were not irreconcilable. There was talk of a compromise; of common action with Oxford; of a Science degree attainable without Greek; of some sort of attempt to get the thorny question settled by agreement. Anyhow, when Sir W. Anson at Oxford (before voting *non place!*) declares that it is the duty of the University to provide a degree course without Greek, and Prof. Butcher and others at Cambridge (also before voting *non place!*) profess that it is not the principle of the measure they object to, it is clear that the more intelligent opponents of the recent proposals do not (to apply current terms) wish to be mistaken for whole-hoggers. In short, the reformers, though defeated in both Universities, cannot begin to take their armour off; and, though some considerable discussion may be necessary before another step is made, the matter cannot rest where it is.

It may be remembered that last year the Senior Proctor published

The
Summer Term.

statistics of the falling off in attendance at lectures, and generally in serious work, which has become proverbial in the last half of the Summer Term.

The facts were eloquent, and were effectively presented, and there has arisen a practical proposal which has recently been much discussed, both orally in the colleges and in the pages of the *Oxford Magazine*. The idea may be briefly summarized. At present there are two main periods of festivity in the Summer Term—the Boats, which come just half way through; and the Commemoration (with its balls, lunches, concerts, dinners, picnics, and garden parties), which comes at the close, or strictly, just after the close, of the residential term. Human nature is such, it is argued, that this arrangement, though it has arisen quite naturally, tends to make anything like systematic work impossible to the average man during a period of about five weeks. It is therefore proposed to amalgamate the two "foci of relaxation" by fixing the races to begin in the eighth week, *i.e.*, at the end of term, and to hold the Encaenia on the last day of the Boats. It is argued that a very slight rearrangement of the summer examinations could easily be so made that the interests of work, examinees, boating men, the ordinary undergraduate, and the visitors should all be harmonized and considered. The chief objection urged is that of expense. The man who did not want to miss his college races—*i.e.*, the ordinary patriotic undergraduate—would be obliged to stay up into the ninth week, and pay Commemoration prices for his lodgings. In this dilemma many men would be forced to consider the cost, and go down, and would thus be unable either to row or to encourage their college crew; and the race-week would be the festival of the rich. There is said to be further a strong feeling in the town against an arrangement which would undoubtedly impair the profitable month of the tradesmen and lodging-house keepers. The first objection, it cannot be denied, is strong, and it remains to be seen whether it can be met by some modification of the proposal.

A good deal of interest is naturally aroused in Oxford by the

Head
Masterships.

vacancies which are, by a strange coincidence, imminent in the head mastership of four important schools at once. Eton, St. Paul's, the City of

London School, and Clifton College are all expecting the election in the next few weeks of a new head. The appointment of a head master of course makes a vacancy; and four simultaneous elections may cause ultimately a considerable "move up" in the profession. The question of lay or clerical head will be raised in a concentrated form; and that veteran fighter for a fair field and no favour, Mr. T. E. Page, will doubtless have something to say. Some pessimists also are murmuring

that so large a demand will be difficult to meet adequately. The rush of good men, they tell us, in recent years towards the Civil Service has sensibly affected the profession of teaching. There may be some truth in this; but we do not believe that the supply of good candidates is so easily exhausted. And, in any case, a batch of promotions, if the profession is really suffering from stagnation, is likely in the end to do good by attracting better material.

The production of "The Clouds" of Aristophanes by the Oxford Amateur Dramatic Society has been fully described and criticized in the papers of the first week of March; but it deserves a word of record in an educational paper. The play was certainly a great success. The parts were played with real spirit; and the skill and ingenuity of the staging deserved and obtained the highest praise. There was no orchestra (in the Greek sense); but the *parodos* of the chorus, as the gauze veils one after another were drawn up and the light grew and the finely grouped and beautifully dressed forms were shown on the steps at the back of the stage, with the Acropolis and Parthenon behind—all helped to produce a charming and striking effect. And, if there were some vivacious additions made to the stage business by exuberant youth, we feel sure that Aristophanes, had he been present (and understood), would have been the first to applaud.

Another interesting exhibition of Oxford historical portraits, covering the seventeenth century, will be opened before the beginning of next term. The catalogue will be shortly published.

Historical Portraits.

The following deaths have been announced:—The Rev. J. W. Routh, formerly of Magdalen College, rector of Tilehurst for fifty years, aged eighty-seven; Rev. W. J. Wise, formerly Fellow of St. John's, also aged eighty-seven.

Obituary.

The following announcements of degrees and appointments have appeared in the *Gazette*:—

Appointments, &c. Honorary Degrees: E. A. Copleston (St. John's), Bishop of Colombo, D. Litt.; Edward Arber, F.S.A.

Delegates: University Extension—Prof. Raleigh. Curators: Botanic Garden—W. W. Fowler (Lincoln), Rev. H. J. Bidder (St. John's), both reappointed; Taylorian—E. Armstrong (Queens); Sheldonian Theatre—J. L. Strachan Davidson (Balliol). Lecturer in Persian: Lt.-Col. Ranking, M.D., I.M.S. Special Lecturers: the Herbert Spencer Lecturer—Frederic Harrison; the Hibbert Lecturer—Dr. Farnell (Exeter), on "The Anthropological Study of Religion."

Prizes: Arnold Essay—R. W. Livingstone, Esq., Fellow of Corpus Christi.

It has also been announced, in a letter from the Warden of All Souls' to the Vice-Chancellor, that the College propose to repeat their gift of £600 to the Bodleian; and also, besides continuing to contribute £100 a year to the endowment of the Political Economy Professor, to supply a further endowment by electing him to a Fellowship.

CAMBRIDGE.

The great Greek question has been settled—or, at least, voted upon for the time being. Friday and Saturday, March 3 and 4, saw Cambridge swarm with non-residents.

Greek.

Particularly on the Friday afternoon the Senate House yard was black with country parsons voting *non placet*. Saturday brought us more laymen. But, as all the world knows, the graces were rejected by some 1,500 votes to 1,000. The figures varied slightly between grace and grace, but these round numbers give the general result.

What will happen next? I shall wait till I hear about it before I prophesy at all. For the present it is interesting to remark that in the last resort the University is governed largely by the country clergy. The lists of those who voted *placet* and *non placet* are to be published, and it would be instructive if some one had the patience to work out what proportion of each vote was clerical and what proportion of voters had taken Pass degrees or Third Classes. It seems highly likely that the *non placet*s would show a larger percentage both of clerics and poll-men. Dr. Fairbairn's recent letter to the *Times* about Oxford applies *mutatis mutandis* to Cambridge. Both as a governing body and as a Parliamentary elective body the Senate is an absurdity. Fortunately for the nation, however, it only has two representatives, who are generally chosen for it; and, fortunately for the University, it is only about once in ten years that a question reaches the Senate in its more rural branches. Generally it is the residents who decide questions.

Before I leave the subject of Greek it is worth while to remark that that language is more alive than its champions imagine. The former pupils of the Misses Fletcher, who for many years carried on a school at West Coombe House, Upper Hornsey Rise, have founded an annual prize in their old teacher's honour. This prize is to be given to the woman who, amongst those successful in both Latin and Greek in the Cambridge Higher Local, attains the highest place in Greek. If Greek

is to survive in England, as there is little reason to doubt it will, it will be thus—because people love it, not because it is a compulsory "cram" subject in entrance examinations for passmen.

The subjects for the Members' Prizes have been published. Last year the Latin one was "Erasmus"; the year before it was a purely literary question. The examiners this time have gone back to the old style

with a vengeance—"de C. Plini Caecilii Secundi vita indole genere scribendi commentatio." It will be interesting to see if this brings up more candidates. Generally they are few. One feels somehow that the age for writing Latin essays has passed, and that they really serve no great purpose. The prize has only been awarded eighteen times in thirty years, and the list of names, though respectable, is not at all striking. The best men seem generally to have something better to do.

On the other hand, the English Essay is more alive. This year the subject is "The Use of the Novel in English Literature for religious or political purposes"—a theme with far more throb and life about it than the "Commentatio de C. Plinio."

The Maccoll bequest is taking the form of a Lectureship on the Language or Literature of Spain or Portugal. The lecturer will be appointed once in four years, and give not fewer than five lectures. Though the first election will be in 1908, it is a pleasant coincidence that this foundation should date from the tercentenary of the publication of "Don Quixote."

At the same time we are trying to get the Burney foundation into a better and more serviceable form. It originally provided for a prize essay to be published "on some moral and metaphysical subject, on the existence, nature, and attributes of God, or on the truth and evidence of the Christian religion"—fine large subjects for Bachelors of Arts. The income of the fund has increased, and it is now proposed to relieve the essayist from publishing his ideas, and with the money thus rescued from the printer (or part of it), and the balance of the fund, to establish a studentship. The proposal is a wise one. Most of us would wish our prize essays unpublished if we could go back over our careers. The student will be required to publish "a thesis embodying the results of his study or research." This will at least keep him at work and tend to save the studentship from abuse.

Finally, we are trying again to secure something like order and procedure for the Lady Margaret Professorship elections. Hitherto every graduate in Divinity could vote for any other—or even himself, and the results have not always been happy. It is now proposed that there shall be definite names before this strange electorate, enough to give them a choice and to secure that the professorship shall not necessarily go to the most successful electioneer.

The Local Examinations and Lectures Syndicate are wanting a new

&c.

Assistant Secretary for the Lectures. He will have to be in Cambridge for some forty-two weeks in the year, and will probably have two or three hours' work a day. The salary is £150. Names of graduates who desire to be candidates should be sent to the Rev. D. H. S. Cranage, Syndicate Buildings, by May 8.

The Day Training College report shows that forty-seven students were at work there in June, 1904, nine taking Honours in Triposes. Quite a number hold exhibitions, sizarships, and subsizarships in their colleges. There are now fifty-five primary and nine secondary students.

A schedule has been issued for the special examination in Geography and Part I. of the examination for the Diploma in Geography. The six subjects are: (1) Physical Geography, (2) Historical and Political Geography, (3) Economic and Commercial Geography, (4) Cartography, (5) History of Geographical Discovery, (6) Elements of Ethnology. Under (2), (3), and (5) special periods are set.

Appointments: A. W. Hill, M.A. (King's), University Lecturer in Botany; C. Shearer (Trinity), to the University table at the Zoological Station, Naples; W. Mitchell, B.A. (St. Catharine's), Fellowship at Christ's College; Sir F. E. Younghusband, K.C.I.E., Rede Lecturer, 1905; Hajji Mirza Abd'ul-Husayn Khan, University Teacher of Persian; T. S. P. Strangeways, M.A. (St. John's), Huddersfield Lecturer in Special Pathology; R. P. Gregory, M.A. (St. John's), Senior Demonstrator in Botany; O. L. Richmond, B.A., Fellowship, King's College.

Scholarships, Prizes, &c.: R. A. Furness (King's), Sir William Browne's Medal for a Greek Ode; R. Meldrum (St. John's), Browne Medal for Latin Ode; J. Fraser (Trinity), Browne Medal for Greek Epigram; G. C. Brooke (Corpus), Browne Medal for Latin Epigram; A. F. Scholfield (King's), Powis Medal for Latin Hexameters; E. G. Selwyn (King's), Porson Prize; A. C. O. Morgan (Trinity), Chancellor's Medal for English Verse; E. A. Benians, B.A. (St. John's), Allen Scholarship.

MANCHESTER.

The quotation from Plato which was selected by Prof. Alexander for the Withers Memorial is the following:—*Εἰς ὁμοιότητά τε καὶ φιλίαν καὶ εὐφροσύνην τῷ καλῷ λόγῳ ἄγων.*

Girls' High School. The most interesting event of the month from an educational point of view has been the opening of the new Biological Laboratory and School of Domestic Economy at the Girls' High School. This function took place

in the presence of a large gathering on March 3, the ceremony being performed by the Lord Mayor. The High School for Girls has long possessed an admirable chemical laboratory and lecture theatre, and steps have recently been taken to provide the most modern equipment for the teaching of biology, including advanced histological work. The biological laboratory is probably the most complete of its kind in the girls' schools of the country, and we hope next month to give some description of it. During the last seven years the numbers of the school have risen steadily from 330 to 440, and an increasingly large number now stay on to take the University Matriculation Examination or to do advanced work.

Some changes are about to take place in connexion with the two high schools in North Manchester and at Pendleton, which are under the same Board of Governors. After twenty years' work in Pendleton, Miss Butcher now retires from the head mistressship of that school, which was opened in 1885 as a branch of the Dover Street Schools. Three years later it became the Pendleton High School for Girls, with eighty pupils. In a few years more the numbers had risen to over a hundred and thirty, near which figure they have remained. Miss Butcher has been the Head Mistress of the school for the whole period, and she is now succeeded by Miss Rosa Patterson, M.A., who is at present Head Mistress of the North Manchester School. It is not the intention of the governors to appoint a successor to Miss Patterson in North Manchester, but facilities will be offered to parents who wish to send their girls to the Pendleton school. Miss Patterson was appointed to the North Manchester school less than two years ago, and, under her management, the numbers of the school have risen from about thirty-five to sixty.

An interesting gathering took place on March 17 at the Whalley Range High School for Girls, when a public welcome was accorded to Miss Florence Field, who recently became Head Mistress of the school.

Grammar School. At the Grammar School a strong committee of masters and boys have taken in hand the reorganization and enlargement of the school museum. The school is losing the services of an esteemed governor in the person of Mr. W. B. Worthington, and of an invaluable member of the staff in the person of Mr. R. D. Hodgson, M.A., who, after ten years' service at the school, has received an important appointment in London. At the conclusion of Archdeacon Wilson's lecture on March 17 on "Stars Visible and Invisible" the boys showed by their cheers how much they have appreciated the Archdeacon's kindness on so many occasions, and how warmly they endorsed Mr. Paton's expression of good wishes for the future.

Education Committee. At the monthly meeting of the Manchester Education Committee an animated discussion took place on the growth in expenditure for educational purposes. A firm stand was, however, made by the Lord Mayor and others, who maintained that it was impossible now to adopt a retrograde policy. The Special Committee for Domestic Economy and Cookery presented the report already referred to. They recommend the establishment of a centre for the training of women as teachers of the domestic arts, and provision for the training of girls from the elementary and evening continuation schools. Another matter of interest discussed was the case of the fifteen or twenty dangerous epileptic children in Manchester schools, for whom there is at present no special provision, and for whom the Committee are not empowered to make a special grant.

The question of juvenile smoking was again before the Salford Committee, and the Elementary Education Committee was empowered to forward a memorial on the subject to the House of Commons in support of Dr. Macnamara's Bill. The Independent Labour Party have requested the Committee to establish cheap restaurants in connexion with the elementary schools. Sir John Gorst's motion has brought the question of free meals for school-children to the front in Manchester once more. In an interesting letter, Mr. E. J. Broadfield, late Vice-Chairman of the School Board, and Treasurer of the Free Meals Fund, points out that, owing to the liberality of the contributions to the fund, "during the last twenty years, there has been no difficulty in dealing with the problem of feeding destitute children at least once a day, without aid from the municipality or the Poor Law Guardians."

The University. At the University a conference of representatives of the University on Education Committees and governing bodies of schools was recently held, with a view to strengthen the ties between the various institutions. Mr. G. C. Simpson, B.Sc., has been appointed Lecturer in Meteorology and Assistant Lecturer in Physics. A Chair of Celtic has been founded, with Prof. Strachan as the Professor of that language. On the occasion of the presentation of congratulatory addresses to Manuel Garcia on March 17 the University was represented by Prof. Stirling, Dr. Killigan, and Dr. Moritz. The new Secretary of the Extension Com-

mittee has issued the general regulations and list of Extension lectures for the year. The list covers a very wide range of subjects. A Fellowship has been established by the Vulcan Boiler and General Insurance Company for study and research in engineering.

The Women's Union. The Women's Union celebrated the twenty-first anniversary of the admission of women to the University on March 10 by a reception in the Whitworth Hall, at which speeches were made by the Vice-Chancellor and some of the women graduates. An interesting letter from Prof. Wilkins contained the following passage:—"I can only say that, having worked for twenty years under the much-dreaded system of co-education, I have seen nothing whatever to lead me to regret my modest share in preparing for and introducing it."

Treasury Grant. As reported last month, the Treasury grant to the University of Manchester has been raised from £3,500 to £6,000, this being the highest grant to any provincial University. Among the schemes prepared by the various colleges, suggesting a plan for the expenditure of the surplus funds, a Manchester scheme appears asking for £700 for library, chemical laboratory, and museum. A Special Committee has been considering the regulations issued by the Army Council, enabling University candidates to obtain commissions in the Army on the nomination of their Universities; and some alterations have been suggested.

A new undergraduates' magazine has appeared, entitled *Varsity Opinion*. The report of the Commercial Faculty does not reveal any facts not already reported. Among the many courses of lectures in progress few have attracted greater interest than Prof. Sadler's course on "The Organization of Secondary Schools for Boys and Girls," in which he is dealing in detail with questions of organization, cost, and curriculum.

WALES.

Welsh University Affairs. The question of the management of the University of Wales has now come to a head. From a business point of view, there can be no doubt that there is urgent need of reorganization. There are three offices doing work which ought to be concentrated in one. There is the Registrar's office, now permanently established in Cardiff; there is the Vice-Chancellor's office, which is peripatetic; and there is the Senior Deputy-Chancellor's office, now located at Newcastle-on-Tyne. The position of Deputy-Chancellor was intended to be to a large extent ornamental, but under the present conditions Sir Isambard Owen does a vast amount of routine work with which he ought never to have been troubled. For example, it is said that he actually revises every proof of the Calendar of the University. The situation was awkward when the Senior Deputy-Chancellor was living in London; now that he has gone to the borders of Scotland, and is the working head of a college of another University, it is obvious that the present state of things cannot continue. Nor is the state of things in connexion with the Vice-Chancellorship any more satisfactory. The principals of the three constituent colleges act in turn: during their two years' tenure of office, so much work is thrown upon them that they have perforce to neglect to a more or less serious extent the direction of their own college affairs, or else overwork themselves dangerously. It is rumoured that Principal Reichel feels so strongly on this point that he intends to refuse to act as Vice-Chancellor from September, 1905, to September, 1907. What is wanted is a working head of the University, to relieve the Senior Deputy Chancellor and the Vice-Chancellor of the great burdens now cast upon them, and to be responsible to the Senate and Court for the working of the University organization. There was once a prospect of securing Sir Isambard Owen's services in this capacity. This would be the best solution of the question both from a business and a sentimental point of view, for, as a matter of sentiment, there is no doubt that the fact that both the Senior and Junior Deputy Chancellors are officials of other Universities is galling to many friends of the University of Wales. Unfortunately, however, this solution would appear to be now very improbable.

The discussion which has been going on in the Welsh press since Sir Marchant Williams gave publicity to what had been spiritedly debated for a long time in private is hardly satisfactory to serious students of educational problems. It would appear that many Welsh publicists, whilst much interested in education, have but dim ideas of the actual working of educational organizations outside the Principality. Even the Warden of the Guild of Graduates, for example, regards it as "one of the many peculiarities of the University of Wales" that the college professors act as internal examiners in the degree examinations, and wishes to do away with it. This and other expressions of opinion elicited by the controversy "give one furiously to think."

Another month has passed and no Welsh Education Authority has been declared in default. There are rumours that Bishop Hedley and Mr. Lloyd-George are on the point of effecting a compromise as regards the Roman Catholic school at Barry. Merionethshire seems to be spoiling for a

fight. In the event of that county being declared in default, it is said that quite a different plan of campaign from what Mr. Lloyd-George originally proclaimed will be adopted. The latest report is that the Education Committee will not resign, as was at first intended, but will carry on the schools in the same way as before. If the Board of Education withholds the usual grants, it will be sued for them in a court of law. The Merionethshire stalwarts maintain that the non-provided schools have not yet complied with the Act, and mean to contest stubbornly the legality of any application of the Default Act to them. At present, therefore, it looks as if a legal struggle will be substituted for the dramatic *dénouement* which most people have been expecting.

There is much talk of establishing new secondary schools in Wales.

New Secondary Schools.

North Wales is so well supplied with county schools that there is no likelihood of the establishment of any more. It is true that Colwyn Bay strove hard to convert its higher-grade into a secondary school; but, in view of the close proximity of the Abergele County School, the scene of the apotheosis of Caractacus, the Denbighshire Education Committee very wisely refused to accede to the wishes of that "pushful" community. In South Wales, on the other hand, it seems certain that some new secondary schools will be opened. The Rhondda Education Committee desired the Glamorgan Education Committee to establish as many as three secondary schools in the Rhondda, in addition to the Porth County School. This ridiculous project was defeated, but arrangements have been made for the conversion of the higher-grade school at Pentre into a secondary school, so that the Rhondda will have two secondary schools. Other schools also are being agitated for in other parts of Glamorgan, and it seems probable that the movement will be successful in one or two places. The Glamorgan Intermediate Education scheme is under revision, and it is believed that the new schools will be brought under the provisions of the Intermediate Education Act. In Carmarthenshire another attempt is being made to induce the Education Committee to agree to the establishment of a new county school in the Aman Valley, but it is not likely to be successful. A far more important question than the establishment of new secondary schools is the adequate financing of the existing ones, but this problem has not been faced yet by any Authority.

St. David's Day was this year celebrated on a larger scale than ever in the schools and colleges of Wales. The Welsh Language Society arranged a notable celebration at Llanelly. In the afternoon all the pupils of the elementary schools of the town were assembled together in the Market Hall to hear an address on the patron saint of Wales and to sing Welsh airs to the accompaniment of an orchestra of about a hundred boys and girls. The proceedings were most impressive, and the example of the tinplate town will doubtless be largely followed in future years.

St. David's Day.

The Aberdare Education Committee, which last month passed a resolution forbidding the assistant teacher to use the cane, have "climbed down," after an unseemly wrangle which provoked many commentators in the Welsh press to advocate an extension rather than a curtailment of the use of the stick, and the assistants have withdrawn their resignations. The Glamorgan Education Committee have since then passed a resolution similar to the Aberdare resolution, and more trouble is anticipated.

The Welsh County Schools' Association will hold its annual general meeting at Shrewsbury on April 7 and 8. There will be many conferences in Easter week, among them being the N.U.T. conference at Llandudno, for which the elementary teachers of Wales have made great preparations; the Guild of Graduates meeting at Bangor; reunions of the old students of the three University colleges, &c.

Coming Conferences.

The new Scotch Education Bill is, in its main lines, identical with the Bill of last year; but considerable changes have been made in detail, and practically all of these changes are distinct improvements. The constitution of the Provincial Councils has been slightly altered, and it is now evident that they are to be identical with the new Committees for the training of teachers, established under the Minute of the Department which was mentioned in last month's "Notes." The training of teachers is definitely entrusted to them, and their position is considerably strengthened by the provision not merely that any Provincial Council "may make a representation to the Department with reference to any matter affecting the educational interests of its province," but that "before deciding thereon the Department shall give due consideration to such representation." It is also provided that "any Provincial Councils may from time to time join in appointing out of their respective bodies a Joint Committee for the purpose of deliberation and consultation as to matters relating to education."

The New Bill.

Another important modification, which should go far to meet the views of those who prefer the county to the district area for School Boards, is the giving of power to the Secretary for Scotland to combine two or more districts into one School Board area or to divide counties and districts into smaller School Board areas. Again, in last year's Bill the whole of the equivalent and other grants were combined into a single fund, which was to be administered solely by the Department, mainly for the purposes of secondary and higher education. The new Bill allows the Town and County Councils to retain a certain amount of this money for their own purposes, and it also wisely provides that the spending of £100,000 a year out of the fund is to be entrusted to the School Boards, who are, of course, to use it solely for higher education. The clauses dealing with the co-ordination of higher education and its development in the various districts have also been modified so as to secure that there shall be no "waste of educational resources." This ought to prevent any misguided policy of starving or ignoring endowed schools, and it will probably facilitate the inclusion of such schools in the general system. On the other hand, while in last year's Bill the governors of any endowed school were empowered to hand over their endowments to a School Board, this power is now given only in cases where the endowment does not amount to more than £1,000 a year. Provision is further made in the new Bill for the sanitary inspection of schools and for the reporting of cases of infectious disease. School Boards are also empowered to provide school books, &c.; to convey crippled children to and from school, and to defray "the cost of lodging pupils in convenient proximity to a school," provided the cost is not greater than the amount which might have been spent on travelling expenses. The rating clauses have also been considerably modified, so as to meet the objections that were raised in the discussion in the House of Commons last year. In the interest of Scottish education it is fervently to be hoped that the Bill will be passed this Session.

In connexion with the Department's Minute on the training of teachers the question of religious instruction has been raised in the House of Lords by Lord Balfour of Burleigh, and the Disestablishment Council seems ready to fight against the Minute from the extreme opposite standpoint. But the general feeling in Scotland is that the Minute proposes a perfectly equitable arrangement, and there will be much disappointment if its passing is endangered by the few extremists on either side.

Mr. W. M. Gloag, B.A., advocate, a son of Lord Kincairney, has been appointed by the Crown to the Professorship of Law in the University of Glasgow, vacant by the resignation of Mr. Alexander Moody Stuart.

Edinburgh University Court has drafted ordinances for a degree in Veterinary Medicine and Surgery, and Glasgow University Court is about to draft an ordinance for the degree of B.Sc. in Pharmacy.

A committee of representatives of the General Councils of the Universities has issued a number of recommendations regarding the Bursary competitions. These recommendations are mainly to the effect that the Bursary competitions should be dissociated from the Preliminary Examinations and held in summer, soon after the Leaving Certificate Examinations, and that the subjects of examination should be divided into groups, representing Classics, Modern Languages, Mathematics, Science, and English—each group to consist of two subjects only; separate bursaries being allocated to each group. These recommendations will be considered by the General Councils at their meetings in April.

Bursaries.

The St. Andrews University Court has appointed a committee to arrange for the celebration, about the end of next winter session, of the four hundredth anniversary of the birth of George Buchanan, the tutor of James VI., who was a student of the University and was afterwards Principal of St. Leonard's College. In connexion with this commemoration, Dr. J. P. Steele Hutton, of Florence, has offered a prize of 100 guineas for the best essay on "Sixteenth Century Humanism, as illustrated by the Life and Work of George Buchanan," open to competition from the four Scottish Universities; a prize of 20 guineas for the best translation by a St. Andrews student of Buchanan's "Baptistes," or "Jephthes"; and other prizes for translations by St. Andrews students of selected passages from Buchanan's works.

In memory of the late Archibald Forbes, the war correspondent, a gold medal has been presented to the University of Aberdeen, to be awarded in connexion with the class of History.

Sir Henry Craik, late secretary of the Scotch Education Department, was entertained to dinner in Edinburgh on March 4 by representatives of the chief educational institutions in Scotland. The Earl of Elgin, Chairman of the Carnegie Trust, presided, and warm appreciation of Sir Henry Craik's services to education in Scotland was expressed by the various speakers.

Miss Helen Rutherford, M.A., has been appointed mistress of method

(Continued on page 276.)

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and warden of the women students under the Local Committee for the training of teachers in connexion with Glasgow University.

IRELAND.

The institution by the Board of Trinity College, Dublin, of scholarships tenable in the college to be awarded to the foremost exhibitors in the Middle and Senior Intermediate Grades on the results of the Intermediate Examinations was supported by Sir John Nutting, who gave £5,000 in order to extend the plans of the Board. It was a condition that no pupils from schools receiving any endowment other than the school grant from the Intermediate were eligible for the scholarships—a rule which would throw most of them into the hands of Roman Catholic schools, as the Protestant schools have generally some small endowment—usually very small—from other sources. Sir John Nutting added an offer to give an additional £5,000 towards the erection of a Roman Catholic church within the wall of Trinity College.

These proposals were met by a fierce denunciation from the Catholic Bishops of any parents or students who should accept them. They were stigmatized as proselytizing bribes, and the various advances recently made by Trinity College were rejected in the most insulting and intemperate language. The resolutions of the Bishops were read in all the churches on an appointed Sunday in February.

It is now stated that the Bishops intend to found similar Intermediate Entrance Scholarships in the Royal University as a counter-attraction to the scheme of the Board of Trinity College. But the latter are meeting with opposition from others besides the Roman Catholic Bishops. Trinity College has also announced that boys who have passed in certain subjects in the Middle or Senior Grade will be considered as matriculated in T.C.D. The Protestant Schoolmasters' Association have strongly protested against both this and the scholarship scheme as offering inducements to boys to leave school after passing the Middle Grade, which, with able pupils, often occurs at the age of fifteen or sixteen. They object even to the Senior Grade Scholarships, and point out that taking away boys from school at an early age will not only be injurious to the students themselves and to the schools, but eventually to the University, as it will inevitably lead to a lowering of the standard in both the teaching and examinations.

The Irish Branch of the Teachers' Guild and the Central Association of Women Graduates and Candidate Graduates have also memorialized the Board to exclude students of the Middle Grade from their scheme. It is understood, however, that the Board will not yield to these petitioners and will carry out their proposals.

Trinity College, having entered on the path of reform, seems likely to go far. The Board have appointed a Committee consisting of two Senior Fellows, two Junior Fellows, and two professors to consider what reforms are desirable in the curriculum and examinations, including the most important of all, the examination for Fellowship. No subject more seriously presses for reform than this. The examination is the most difficult in existence, and so planned as to exhaust physical and mental strength, while doing nothing to draw forth or test originality and independent research or scholarship. It proves disastrous to many young men, who succumb under the strain, while in those who succeed it seems to destroy the best powers. The extraordinary absence of intellectual distinction and original production, either literary or scientific, among the younger Junior Fellows must find its cause in the whole curriculum of which they are the result. It is to be hoped that, while lessening the difficulty of the present examination for Fellowship, encouragement will be given to original research and production, not only in this examination, but also in those for Honour degrees.

An equally serious question is the better securing of able specialists for the professorships. Some of these are poorly paid, and for this reason, perhaps, they are usually given to the Fellows, many of whom have shown no special ability—still, have done valuable original work—in the subjects they undertake. The decline in the distinction and ability of both the Fellows and professors of late years is one of the most serious features in the present state of the college. But not less do its constitution and finances need to be put on a sounder basis. Whether the funds be adequate or not, no one can tell, for the accounts are not audited, nor is it possible to ascertain how they are expended, except that it is known that the Senior Fellows have salaries averaging about £1,500 a year, and many of the Junior Fellows incomes much higher than those received for similar work in other Universities. In the government, the concentration of all direction and authority in the hands of seven men, averaging more than seventy years of age, is productive of innumerable evils.

The establishment of training for secondary teachers in Ireland seems at last likely to be secured. A Committee has been formed in Trinity College, under the direction of Mr. E. P. Culverwell, F.T.C.D., to arrange for courses of lectures and practical training in preparation for the certificates and diplomas in education established

in the College some years ago. Lectures by Father Finlay and Prof. Maginnis, with some practical work, are being given, also, in University College, Stephen's Green, and are attended by some thirty students.

The Irish Association of Women Graduates, which has been actively promoting training in Ireland, has approached the Presidents of the Queen's Colleges on the subject, and deputations from the local branches of the Association have had interviews with Dr. Hamilton (Queen's College, Belfast) and Dr. Windle (Queen's College, Cork). The Council of Alexandra College also have in contemplation the establishment of a Training Department within the College. Some of these schemes will probably come into action next autumn.

The Association of Women Graduates recently held their Annual Meeting in the Royal University. In their Report for 1904 the correspondence between them and the authorities of University College, Stephen's Green, on the subject of opening the teaching given by the Fellows of the Royal University in the College to women students was published. While the College has the services of fifteen Fellows of the R.U.I., it excludes women students from attending their lectures, thus making it impossible for those not residing in Belfast, Cork, or Galway to receive any teaching from the Fellows of their University, and, in the case of Catholic women, debarring them wholly from University teaching if they obey the prohibition of the Church against their going to Trinity or the Queen's Colleges. A few public lectures only in University College are open to them. The President put forward want of accommodation and of funds as the reason of their exclusion; but, since women would, as in other colleges, attend the same classes as the other students, and would pay fees, this reason seems frivolous. It is extraordinary that, in the midst of the present agitation, the Catholic party should adopt so short-sighted a policy. The Association of Women Graduates have laid their case before the Chief Secretary for Ireland.

The position of assistant teachers in Ireland, the lowness of their salaries, and the neglect of the Intermediate Board either to insist on qualified teachers or to procure for them adequate remuneration is being brought forward by the Irish Association of Women Graduates and the Association of Intermediate and University Teachers. The latter had recently an interview with the Assistant Commissioners, in which they made several suggestions for the improvement of the position of assistant teachers. A fortnight ago the Association of Women Graduates memorialized the Intermediate Board to reserve the posts of centre superintendents exclusively for assistant teachers as conferring some slight pecuniary advantage on some of their number.

The number of candidates who have given notice of their intention to present for examination next June is the largest since the establishment of the Intermediate system. 7,412 boys and 2,858 girls, making a total of 10,270 students, have given such notice. The corresponding numbers last year were 6,717 boys and 2,449 girls—total, 9,166 students.

There appears to be little hope of a solution of the difficulty between the Treasury and the Board in regard to the introduction of the scheme of inspection submitted by the latter. It seems to turn on the fact that the Treasury is not satisfied as to how the additional expenditure involved in inspection is to be met by reductions in the expenses of the examinations. Through this quite subordinate question the scheme of reform of the Commissioners is paralyzed, and any hope of making the Intermediate something better than a mere system of examination and payment by results is frustrated.

Last year the income of the Board was nearly £152,000, of which over £88,000 was spent on administration, school grants, examinations, exhibitions, &c., and over £12,000 on advances to schools for appliances for science teaching, while £50,000 was transferred to capital account.

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(Continued on page 273.)

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Manchester University, who placed on the screen the whole series of pictures from the Bayeux tapestry. "Camps and Castles" and "The Wars of the Middle Ages" have been treated in the subsequent lectures by Mr. J. E. Morris, a member of the staff and a recognized authority on military history. The school corps has undergone some changes. It has been remodelled as a cadet corps, with the Head Master as major. A new miniature shooting range is in contemplation within the school grounds, in order to give more opportunity for practice and to encourage shooting in the school.

CHARTERHOUSE.—The following are distinctions outside the school:—A. C. P. Mackworth, demyship at Magdalen College, Oxford; A. L. Pearce Gould, scholarship at Christ Church, Oxford; J. D. Thomson, scholarship at Trinity College, Oxford; H. E. L. Porter, scholarship at Corpus Christi College, Oxford; H. le G. Kensington, scholarship at Pembroke College, Cambridge; C. F. Taylor, scholarship at Emmanuel College, Cambridge; A. G. Evans and A. C. Roxburgh, science exhibitions, Trinity College, Cambridge; T. B. Heaton, science exhibition, Christ Church, Oxford; G. M. Reid, exhibition, Pembroke College, Cambridge; C. W. Dible, history scholarship, Corpus Christi College, Oxford; D. G. Bles, postmastership, Merton College, Oxford. The school has, for the first time in its history, been inspected by the Oxford and Cambridge Schools Examination Board.

CLIFTON COLLEGE.—Mr. J. F. Dobson, who has for the last three years been taking the highest classical work in the school, and was also in command of the Engineer Corps, has left us this term to take up a classical lectureship at Birmingham University. Mr. Shawyer has come to take the Classical Upper Fifth. Dr. Glazebrook has just announced his resignation of the Head Mastership. His health has not been good for some time, and his doctors have recommended a complete rest for some months before undertaking any new work. His resignation will take effect in July.

HARROW SCHOOL.—Ten or twelve entrance scholarships will be open for competition on April 11 and 12, three £100 scholarships being offered, as well as a modern side scholarship of £80. Candidates born in or after 1891 are eligible. The English Literature prize for the sixth form has been gained by F. G. Tupper, and the Kintore (Scripture) prize by H. B. Prior. J. R. M. Butler, the promising young son of the Master of Trinity, carried off the prize for Latin *alcaics* and the Peel medal for Latin essay. There are now in the school eleven boys who have won scholarships and exhibitions at the Universities. Of these eight are at Oxford and three at Cambridge, two being for history, and the rest for classics. Four boys passed direct from this school into Sandhurst at the November examination. Among "old Harrovian" distinctions we notice the election of E. A. Burroughs to a Fellowship at Hertford College. Changes in the staff have been numerous of late. The sad death of the Rev. F. C. Savile last summer led to the promotion of Mr. M. C. Kemp to Moreton's, Mr. L. M. Moriarty succeeding to Mr. Kemp's small house. Sir Arthur F. Hort, Bart., follows Mr. F. E. Marshall at Newlands, the small houses this left vacant being occupied by Mr. A. Vassall and Mr. C. H. P. Mayo. This term Mr. G. Townsend Warner succeeds to Mr. J. W. Welsford, who gives up his house. The Dean of Wells and the Bishop of Kensington have preached in chapel this term, and we have had a very noteworthy sermon from the Warden of Radley—himself an old Harrow master. The elevation of Sir Francis Jeune and of the Right Hon. A. Graham Murray to the peerage has been the occasion of a holiday. As regards sports and games, the Easter term is chiefly devoted to racquets, fives, football, Torpids, and sports properly so called. These last are just beginning, and the public-school racquets are still some way ahead. Dr. Wood's house defeated Mr. E. Graham's, and so won the honour of being "cock house" in the Torpids. Our fives pair—E. H. Crake and R. E. Eiloart—have won honour for the school by defeating Eton and Charterhouse both in the home courts and in the return matches.

HULL, HYMERS COLLEGE.—W. H. Doughty has been awarded the Metcalfe Exhibition at Clare College, Cambridge. Mr. H. Denham takes the science work this term, in part, *vice* Mr. Aubrey, who has gone to Alexandria. An interesting event was the presentation to Mr. Ireland of a writing-table and a travelling-bag on his leaving us for his new post, as head of Mexborough School.

JERSEY LADIES' COLLEGE.—The following successes have been won since April, 1903:—E. V. Colebrook and W. G. Brown took the Honour degree of London University, the former obtaining Second Class Honours in German, and the latter Third Class Honours in English, while K. M. Wagstaff and M. I. Redstone were successful in the Pass degree. Four pupils were entered for the London Matriculation last January, and were all successful, while the five candidates who entered for various groups in the Higher Cambridge Examination secured a First and Second Class in Languages, a Second and Third in History, a First and Third in Mathematics.

RUGBY SCHOOL.—The following boys still in the school have been elected to scholarships at the Universities:—S. D. Schloss, classical scholarship, Balliol College, Oxford; C. G. Stone and E. G. Bucknill,

classical exhibitions, Balliol College, Oxford; H. A. Ormerod, history scholarship, Queen's College, Oxford; F. W. Baggallay, mathematical scholarship, Exeter College, Oxford; A. L. Hoyle, classical scholarship, St. John's College, Oxford; W. L. Knox, classical scholarship, Trinity College, Oxford; A. S. F. Gow, classical scholarship, Trinity College, Cambridge; P. G. J. Güterbock, science exhibition, Trinity College, Cambridge; J. T. Spittle, science scholarship, Pembroke College, Cambridge; L. R. D. Anderson, classical scholarship, St. John's College, Cambridge; J. E. C. Ross, mathematical scholarship, St. John's College, Cambridge; T. B. W. Bishop, mathematical scholarship, Emmanuel College, Cambridge; G. A. Chase, classical scholarship, Queens' College, Cambridge; C. H. Davies, classical demyship, Magdalen College, Oxford; G. F. Jury, classical exhibition, Corpus Christi College, Oxford; A. H. Dainton, history exhibition, Jesus College, Oxford; E. J. White, science scholarship, Corpus Christi College, Cambridge. Perhaps the most interesting event this term is the football match, which took place in the Close on Shrove Tuesday, with the XV of the Ecole Albert-le-Grand, Arcueil. The French boys—a fine, manly-looking set of fellows—played a losing game in a very plucky manner. They were somewhat handicapped by having played a hard match the previous day, and were scarcely so fresh as they would doubtless have been otherwise. The game was watched by a large number of spectators, who were all disappointed that our enterprising opponents were not rewarded by even a single "try." The "Crick" run took place on March 16; the winner was F. J. Okell.

SHREWSBURY SCHOOL.—The school concert held early this term (after postponement from last December) was an occasion of probably unique interest, being the fortieth presided over by the *doyen* of school conductors and choirmasters, Mr. Walter Hay. A presentation on the part of many Old Salopians and others was made in felicitous terms by the Head Master to Mr. Hay on his retirement. He has been succeeded by Mr. H. W. Moore, M.A. Last term was marked by the retirement of another veteran, Mr. G. H. Lock, who had been senior mathematical master for thirty years. Mr. W. C. Burnet, Exhibitioner of Worcester College, Oxford, has joined the mathematical staff. The Halifax Society (a small historical society named after the famous "Trimmer," a distinguished Old Salopian) has held one meeting this term, when the head of the school read an interesting paper on "The Navy in Tudor Times." The fiscal question continues to arouse the interest of the School Debating Society. An adjourned debate resulted in a large majority in favour of Mr. Chamberlain's proposals. A new dark room, fitted with all conveniences for developing, printing, and enlarging, has been recently built, and opened this term.

ST. OLAVE'S SCHOOL.—Of 15 candidates for the College of Preceptors Examination all passed, 7 with Honours; of 5 candidates for the London Matriculation, 4 passed; 9 candidates for L.C.C. clerkships have recently passed and are now in the Education Department. Exhibitions and scholarships at Cambridge:—E. J. Cushion, £40 for classics at King's College; S. W. Grose, £30 for classics at Christ's College; E. W. Harber, £30 for science at Trinity Hall; A. C. Cole, £40 for science at Corpus Christi College; T. J. Wood, £20 for mathematics at Queens' College. Our Friday evening entertainments have been well varied, including, as they have done, a lecture by the Rev. W. J. Sommerville on "The Far East," another by the Rev. F. B. Meyer on "The Formation of Character," a recital by Mr. E. Pertwee, and a lecture on "Trajan's Column" by Miss Penrose.

ST. PAUL'S SCHOOL.—Among scholarships recently gained at the Universities may be mentioned K. Lewisohn's and W. H. Stewart's at Oriel, and P. T. B. Clayton's at Exeter. H. Power and R. C. Christie have passed direct into Sandhurst. Power took first place in classics. Mr. Phillips, of Keble College, has filled the vacancy caused by the departure of Mr. Shawyer, who is now at Clifton College. Mr. F. E. A. Traves will leave at the end of the term to take up his duties as Inspector under the Board of Education. An interesting portrait of the great Duke of Marlborough, one of the most famous of Old Paulines, has been presented to the school by Captain and Mrs. Robert Noel. Trial eights are hard at work on the river. Those that train for the school sports and the boxing competition are many and enthusiastic. We hope to do well at Aldershot, with two representatives who have already boxed there.

STREATHAM HILL HIGH SCHOOL.—The annual prize-giving was held on February 22, the eighteenth anniversary of the opening of the school. The Bishop of Rochester presided, and the Hon. Mrs. E. S. Talbot presented the prizes and certificates. The Higher Certificate of the Oxford and Cambridge Joint Board was gained by D. Elwin, M. Stanley, and M. Wright; and Higher Certificate letters by M. Jarman and N. West. F. Costello obtained the Full Certificate of the Royal Drawing Society; and three Kindergarten students—D. Haslam, A. Woods, and W. Stanley—the Higher Certificate of the Froebel Union Examination. The Company's Scholarship was awarded to D. Bartlett, and the Gabriel Musical Scholarship to M. Wright.

(Continued on page 280.)

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TONBRIDGE SCHOOL.—The following are distinctions outside the school:—H. G. Chick, studentship in Russian, Caius College, Cambridge; F. W. Thompson, open classical scholarship, Pembroke College, Cambridge; H. V. Edmunds, open classical scholarship, Rustat, Jesus College, Cambridge; H. F. Houlder, open classical exhibition, St. John's College, Oxford; D. R. Pye, open natural science scholarship, Trinity College, Cambridge; G. G. Nelson, open natural science scholarship, Christ's College, Cambridge; E. S. Dougall, open natural science exhibition, Pemberton College, Cambridge; C. J. C. Pratt, open modern language scholarship, Caius College, Cambridge; A. Poland, First in the "Britannia" Class and Prize List. Mr. G. A. Wathen, M.A., late Scholar of Peterhouse, is leaving the staff to take up the duties of Head Master of the Lahore Model Training School, India. He is succeeded by Mr. J. S. Hallam. The football season now past has been one of the most successful the school has ever had: 14 matches played—11 won, 3 lost. Sherborne, Haileybury, and Dulwich were all defeated.

UPPINGHAM SCHOOL.—The Rev. J. A. Lane, M.A. Emmanuel College, Cambridge, has been appointed to the vacancy in the staff in the place of the late W. d'Auvergne Barnard, whose sudden death last term, after more than thirty years of faithful service in the school, has caused deep and widespread regret amongst many generations of Uppinghamians. The new Memorial Hall is to be opened by Lord Roberts on Thursday, the 28th. The hall, which has been built by subscriptions, is intended as a memorial to the Old Uppinghamians who fell in the South African War, and also to commemorate the splendid work done by Mr. David as head of the music of the school for nearly forty years. The hall, which has an armoury attached, is to be used for concerts and as a gymnasium. Dr. Joachim, in recognition of a lifelong friendship with Mr. David, has kindly promised to come and play at the opening concert on May 23.

WINCHESTER.—A singing competition between the various houses has been instituted this term: five choirs are competing. One of the Chancellor's medals for proficiency in classical learning has been awarded to N. O. Freeman, Trinity College, Cambridge. We offer our best congratulations to the senior mathematical master, C. Godfrey, Esq., on his appointment as Head Master of the Royal Naval College at Osborne. At a meeting of the masters on March 17 a motion was carried *nem. con.*, "That it is desirable to introduce into our curriculum definite instruction in the English language." The Head Master

pointed out that the motion implied a desire to recognize English as a separate subject, and promised to consider the matter at once. In the School Debating Society a motion against the practice of capital punishment was lost by 31 to 3; and another, declaring the yellow races a danger to Western civilization, was lost by 26 to 9.

PRIZE COMPETITIONS.

The Translation Prize for March is awarded to "C.G.C."

The winner of the Translation Prize for February is Miss R. L. Forbes, Walkerburn, Peeblesshire.

The winner of the Extra Prize for February is Miss Eleanor F. Humphreys-Owen, Glansevern, Berriew, R.S.O., Montgomeryshire.

Le bel esprit moderne n'est ni philosophe, ni poète, ni historien, ni théologien, il a toutes ces qualités si différentes et beaucoup d'autres; il est obligé de dire assez de choses inutiles, parce qu'il doit fort peu parler de choses nécessaires. Le sublime de sa science est de rendre des pensées frivoles par des traits. Qui veut mieux penser ou mieux vivre? Qui sait même où est la vérité? Un esprit vraiment supérieur fait valoir toutes les opinions, et ne tient à aucune. Il a vu le fort et le faible de tous les principes, et il a reconnu que l'esprit humain n'avait que le choix de ses erreurs. Indulgente philosophie, qui égale Achille et Thersite, et nous laisse la liberté d'être ignorants, paresseux, frivoles, oisifs, sans nous faire de pire condition! Aussi mettons-nous à la tête des philosophes son illustre auteur, et je veux avouer qu'il y a peu d'hommes d'un esprit si philosophique, si fin, si facile, si net, et d'une si grande surface; mais nul n'est parfait; et je crois que les plus sublimes esprits ont eux-mêmes des endroits faibles. Ce sage et subtil

(Continued on page 282.)

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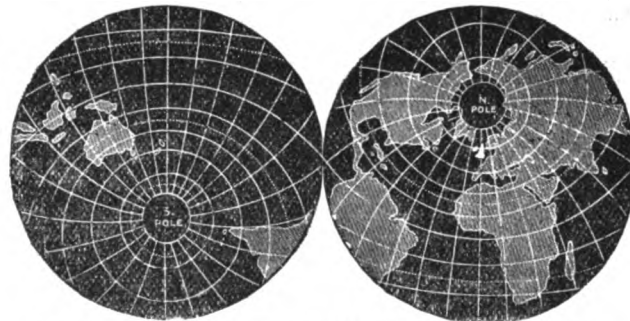
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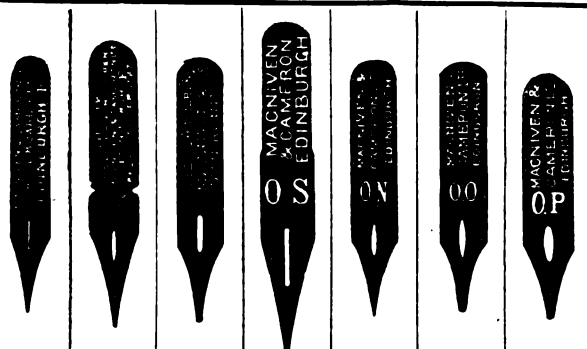


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philosophe n'a jamais compris que la vérité nue pût intéresser; la simplicité, la véhémence, le sublime ne les touchent point. "Il me semble," dit-il, "qu'il ne faudrait donner dans le sublime qu'à son corps défendant; il est si peu naturel." Isocrate veut qu'on traite toutes les choses du monde en badinant; aucune ne mérite, selon lui, un autre ton. Si on lui représente que les hommes aiment sérieusement jusqu'aux bagatelles, et ne badinent que des choses qui les touchent peu, il n'entend pas cela, dit-il; pour lui il n'estime que le naturel; cependant son badinage ne l'est pas toujours, et ses réflexions sont plus fines que solides.

By "C. G. C."

The wit of these days is no mere philosopher, nor poet, nor historian, nor theologian: he has the very diverse qualifications of all these, and many more: he is driven to much worthless talk because he may hardly mention anything that concerns our real needs. He has attained the height of his science when he expresses frivolous reflections in smart phrases. Who wants to think better, or to live a better life? Who even knows on which side truth lies? A truly superior intellect presents all opinions in their several values, and holds by none. He has seen the strength and the weakness of all principles, and has recognized that the mind of man has but a choice of errors. A tolerant philosophy indeed, which puts Achilles and Thersites on a level, and leaves us free to be ignorant, lazy, frivolous, or idle, and none the worse for it! So we set its illustrious founder above all philosophers, and I am free to admit that few possess intellectual ability so philosophical, so subtle, so dexterous, so precise, and so comprehensive. But none is perfect: and even the loftiest intellects have, I take it, their weak spots. This sage and subtle thinker has never learned that the bare truth could interest: simplicity, fervour, grandeur, leave his followers cold. "I hold," says he, "that there should be no venturing upon lofty flights but with extreme reluctance: they are so very unnatural." Isocrates would have every subject handled lightly: none is worthy, he thinks, another tone. If it be urged that men devote themselves seriously even to trifles, and only make fun of what does not move them deeply, he says that all that is quite beyond him: he sees no value in anything but what is natural: though that is sometimes more than can be said of his playful treatment; and the reflections he makes show more of elegance than of real strength.

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Over and above various pitfalls which filled the Fourth and Fifth Classes and the difficulty of finding approximate equivalents for words like *bel esprit*, *fin*, *net*, the connexion of ideas was not always easy to trace. *Qui veut mieux* is (to borrow a term from the Latin Primer) suboblique: it expresses the views of Isocrates. "Who, forsooth, cares about the improvement of his conduct or understanding?" would make this clear. Again, in *Aussi mettons-nous* the emphasis is on the qualifying sentence that follows: "Let us, then, if you will, place in the front rank of philosophers the illustrious exponent of this theory, but we must allow that he has his weak side." To revert to particular points. *Le bel esprit*: not "modern wit," but "your wit of to-day" or "man of parts." Under Isocrates (which several turned into Socrates) a *littérateur* of the day, as the notes tell us, Rénoud de Saint-Marc, was designated. *Doit fort peu parler*: not "ought," but "is bound (by the fashion) to touch lightly on serious matters (essentials)." *Le sublime*: "The crowning point of his philosophy (the perfection of his art) is to express a commonplace in an epigram." "To make thoughts appear ridiculous" was a common misrendering. *Fait valoir*: "gives due weight to," "emphasizes for his own profit." *N'avait que le choix*: "was only free to choose between different forms of error." The tense was generally disregarded. *Qui égale*: here an ignorance of the "Iliad" produced extraordinary blunders, and I was not sure whether those who construed "which equals Achilles and Thersites" understood the meaning. *Si fin*, &c.: "so acute, so nimble, so incisive, and so comprehensive." *La véhémence*: "energy," "vigour," rather than "vehemence." *A son corps défendant*: "as a last resort," "under protest." *Ne les touchent point*: so it stands in my edition of Vauvenargues, but other editions give *le*, and this is clearly the true reading.

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2. Tennyson ("Life") says: "I never put two 'ss' together in any verse of mine."—Give instances to the contrary. What bearing has the *dictum* on a disputed reading in Gray?

3. "I have militated in former times, not without glory; but I grow peaceable as I grow old."—Identify the quotation and the allusions.

4. Do you know what a *splacknuck* is?

5. "Nous avons quarante oies qui gardent le Capitole."—Who are the geese, and what is the Capitol?

6. "Some gentleman missed his snuff-box, and Hook said [the Freemasons' Tavern was kept in those days, you must remember, by Mr. Cuff, not by its present proprietors]—well, the box being lost and asked for, Hook opened his silent jaws and said: '... Shall I tell you what he said? It was not a very good pun that the great punster then made.'—Suggest the pun.

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AN EASTER TRIP IN NORMANDY.

By DE V. PAYEN-PAYNE.

OF all the fair provinces of France Normandy is probably the best known to the inhabitants of these islands; for, although Picardy is nearer to our shores, yet its scenery is not such as to tempt the holiday seeker. It requires some boldness, therefore, to offer advice to colleagues who may know more than myself. Besides, there are many other reasons that make it particularly fit that English men and women should visit the home of the ancestors of many of them. As Freeman so truly says:

Now, Normandy and England, of course, have many points of difference, and doubtless a man who goes at once into Normandy from England will be mainly struck by the points of difference. But let a man go through Southern Gaul first, and visit Normandy afterwards, and he will be struck, not with the points of difference, but with the points of likeness. Buildings, men, beasts, everything will at once remind him of his own country.

Easter is a very suitable time for such a trip; for in the summer we often plan to go further afield, and a fortnight or three weeks is amply sufficient to gain a glimpse of the chief points of interest. When Easter falls late, as it does in 1905, there is less cause for regretting the foliage of the summer.

Dieppe is an inevitable starting place for a Norman trip. Many visitors to France know it only as an uncomfortable point of debarkation, but the town of Duquesne deserves a day or two's exploration. An afternoon spent in the Forest of Arques, five miles distant, with a glimpse at the Château and its memories of the Conqueror and Henri quatre, will be long remembered. An afternoon train from Dieppe will land one by evening at Caudebec on the Seine, the capital of the old province of Caux. This is a well known centre for artists, and all who appreciate the sight of a town almost exactly in the state it was during the Hundred Years' War will wish to stay here long. The splendid flamboyant church and the narrow streets have many opportunities for the photographer. It is best to stay in an hotel on the wide Seine quay; for air and light were not too plentiful in mediæval towns, in spite of all their quaintness. If the visitor is here at the time of the full moon, he will see the curious *mascaret* or Seine bore, a two-foot wave that rushes up the river with some force and noise, especially at the equinoxes.

One mile east of Caudebec is the Abbey of St. Wandrille, now a disused seminary, and seven miles further on is the glorious ruin of the Abbey of Jumièges, whence came our Archbishop Robert of Canterbury. Three miles to the west of Caudebec is Villequier, a picturesque fishing village where one of Victor Hugo's sons was drowned, and where his wife lies buried. Yvetot, chiefly known from Béranger's poem, is seven miles to the north, but hardly deserves a visit. As soon as the tourist can tear himself away from Caudebec, he had better get to Rouen, the largest town in this trip, and the most important. If the weather be favourable, and if time allows, the pleasantest way of getting there is by boat, up the river. At least three or four days should be given to Rouen, and Mr. Theodore A. Cook's monograph in the "Mediæval Towns Series" (Dent, price 4s. 6d.), although not so entertaining as is his "Old Touraine" for a Loire trip, should yet accompany the traveller who wishes to know more than his Baedeker can tell him.

After Rouen our next resting place should be Lisieux, which can be reached by changing at Serquigny in a few hours. In one respect Lisieux is superior even to Rouen, and that is in its quantity of timber-built houses. It is unfortunate that most of them are in the narrow Rue des Fèves, where they cannot be properly seen or photographed; but the double-gabled one at the corner of that street is probably the most photographed house in Europe after the Knochenhauer Amthaus at Hildesheim, its presentment having even served as the backcloth of a music-hall. The Cathedral will seem tame after Rouen, in spite of Ruskin's encomium and the memories of that most abused of Beauvais bishops, Pierre Cauchon.

From Lisieux, an hour's journey lands one at Caen, which, rather than Rouen, is the capital of Norman Normandy. Here Freeman delighted in seeing resemblances with his own Wessex countrymen, and tells us, in proof of the large admixture of Saxon blood, that there were twenty-four families of the name of Langlois in the town. "Caen," he says, "shares with Oxford

the peculiarity of having no one predominant object. Caen and Oxford throw up a forest of towers and spires without any one building being conspicuously predominant." The tourist will be mainly attracted by the great abbeys founded by the Conqueror and his wife—Saint Etienne, a severe masculine building, in whose choir is a black slab, inscribed "Gulielmus Conquestor"; and La Trinité, its smaller feminine counterpart. There is also the town church, St. Pierre, and the Castle, which was built by the Conqueror of that Caen stone which has served for countless edifices in France and England. Caen is familiar to many teachers from the holiday courses held there in the summer, as they are at Honfleur, Lisieux, Saint Malo, and other centres. An excursion may be made from Caen to Falaise, the birthplace of the Conqueror, where the Castle rears its donjon on a "cliff," and whence the successors of Arletta can be seen beating their washing in the little stream below. Rising higher than the Keep is the Tour Talbot, erected by the great English general of the Hundred Years' War. The room that is shown as the birthplace of the Conqueror has probably no more right to the title than has that other room in Carnarvon Castle to being the birthplace of Edward II.

Returning to Caen, we pass on to Bayeux, which we visit for its Cathedral and its tapestry. The latter on one continuous roll of linen is now preserved in the Museum. There are still some travellers who love burdening themselves with large quantities of luggage; they prefer moving their quarters as seldom as possible. It will be easy for these to make Bayeux a trip from Caen, and then go straight to Coutances, staying, perhaps, a few hours at Saint Lo between two trains. The situation of the Cathedral of Coutances, perched on its hill, is picturesque, and its towers can be seen from Jersey, which was for long included in its diocese, until the Channel Isles were handed over to Winchester. Ruskin saw in the western towers the evolution of the steeple from the house roof. Coutances, has, like many French cathedral towns, notably Chartres and Reims, a very fine secondary church—St. Pierre. Less than thirty miles on we come to Avranches, another hill town, whose Cathedral must have appeared even better than that of Coutances. But it was destroyed in the Revolution, and only a few scattered columns remain, at one of which Henry II. is said to have received absolution for the murder of Thomas Becket.

Coutances and Avranches do not need more than two days, and then we can get to the Mont St. Michel. Here two days or even more, can be spent with much pleasure at the hotel of the renowned omelette-maker, Mme. Poulard. The Church of the Abbey, which has now been restored as a national monument, will be admired by all; and those who have read Mackenzie Walcott's "Conventual Arrangement" will be interested in seeing how the monks, having no room to build their Abbey on the flat, piled room above room and placed their wonderful cloisters on the roof. A walk round the rock at low tide should be attempted by all. We now cross the frontier of Brittany and stop at Dol to see its grey granite Cathedral, sung of by Victor Plarr, and its curious *menhir* surmounted by a crucifix. If the traveller is lucky enough to be there on a market day, he will see many of the quaint Breton head-dresses. A short journey brings us to Saint Malo, the final stage of the trip. Any remaining time can pleasantly be spent in the native town of Chateaubriand, of Duguay-Trouin and many other old sea-dogs. On no account should the trip up the Rance to Dinan be missed. Others may be made to Dinard, Cancale, and many another seaside spot. The boat will bring us back either straight to Southampton, or after a halt at the Channel Isles. Such a trip as I have sketched out should not take more than a fortnight or three weeks; but it must not be thought that we have exhausted the beauties of Normandy. We have not seen the Abbey of Fécamp, or the cliffs of Etretat, the great port of Le Havre (with Harfleur and its flamboyant church and memories of Henry V.), or fashionable Trouville, the peninsula of the Côtentin, or the church of Dives, wherein hangs a list of the companions of the Conqueror. There remain the Minster of Evreux and the tombs of the Orléans family at Dreux, and, last but not least, the Saucy Castle of Richard at Les Andelys.

As to cost, the modest traveller can reckon on an outlay of from eight to ten francs a day, in addition to railway fares. All necessary expenses should be covered by a ten-pound note. In addition to Baedeker ("Northern France," price 7s.) and Joanne ("Normandie," Hachette, price 7 frs. 50 c.), other

useful books are Freeman's "Sketches of Travel in Normandy and Maine" (Macmillan, price 8s. 6d.), Dearmer's "Highways and Byways of Normandy" (Macmillan, price 6s.), and the monographs on the Cathedrals of Rouen and Bayeux and the Abbey of Mont St. Michel in "Bell's Series of Continental Cathedrals" (1s. 6d. each).

THE USE AND MISUSE OF TERMS IN SCIENCE TEACHING.*

By T. L. HUMBERSTONE.

IF ever the history of human error, so nobly planned in "The Caxtons," comes to be written, a very large section of the work will deal with the use and misuse of words; and, if a smaller work on the sins of science masters were compiled, I fear the same subject would bulk largely in its pages. Perhaps we suffer less from the tyranny of words than our forefathers of a few generations ago; for theological and metaphysical discussions are less in fashion and the foundations of science are more truly laid. Yet I think you will agree that what Locke, in his chapter on the abuse of words, says of words like "wisdom," "grace," and "glory," could be applied with equal force to many of the words used in the teaching of science—that, "if a great many of those who use them, should be asked what they mean by them, they would be at a Stand, and know not what to answer: a plain Proof that they learned those Sounds, and have them ready at their Tongue's end, yet there are no determined *Ideas* laid up in their Minds, which are to be expressed to others by them." Science teachers are continually using the same word in different senses, and this, as Locke remarks, is "a cheat and abuse: the wilful doing whereof can be imputed to nothing but great Folly, or greater Dishonesty." It is certainly a fault which teachers of science, of all people in the world, should strive to avoid; for nothing can do more to pervert the pupil's whole idea of scientific method and perspective than the careless use of important words.

Of these, perhaps the most important are the words "law" and "prove." The word "law" had its origin, of course, in commands imposed by Divine or superhuman authority—though, as Prof. Karl Pearson points out in his "Grammar of Science," the first tribal laws (such as those relating to marriage) were based on natural facts. This sense, and what may be called the "legal" meaning of the word, are, however, entirely foreign to science. The use in science of the expression "obeying a law" is a survival of the older meaning of the word. Of dictionary definitions of a scientific law there is, of course, a multitude. The place of honour must be given to the definition in Dr. Murray's "New English Dictionary," as follows:—"In the sciences of observation a theoretical principle, applicable to a defined group or class of phenomena, and expressible by the statement that a particular phenomenon always occurs if certain conditions be present." The only word in this definition to which exception might be taken is the word "always." Prof. Karl Pearson, in the work already cited, states that "necessity of natural law" is really an unjustifiable phrase, and that only in the field of conception are we dealing with certainties. And Huxley says, in his "American Addresses," that "any human belief—however broad its basis, however defensible it may seem—is, after all, only a probable belief, and our widest and safest generalizations are simply statements of the highest degree of probability." Thus, in the strictest language, the rising of the Sun to-morrow is not a certainty, but only a probability which tends to become more and more a certainty with each succeeding day. We cannot absolutely predicate the operation of any natural law either for the infinite past or for the future. To the "Century Dictionary" definition of "law" the following useful note is appended:—"A mere empirical formula which satisfies a series of observations sufficiently, but would not hold in extreme cases, is not considered a law. A special fact is not a law; but a subordinate principle—as that planets revolve in ellipses—is, or is

not, a law according to the shade of meaning with which that word is used." Perhaps Prof. Pearson's definition of a scientific law as "a brief statement or formula which resumes the relationship between a group of facts" is the most useful and convenient. He is careful to point out that the laws of science merely *describe*, and never *explain*, the routine of sense impressions. The only test of the truth of a law is, therefore, actual comparison of the law with the facts themselves—that is, historical observation and physical experiment.

There is, I suppose, no question that the most perfect example of a law is Newton's Law of Gravitation, because it resumes in a very simple manner a very wide range of facts. It should be noted that the facts which were provided by the elaborate observations of Tycho Brahe were first resumed by Kepler into statements usually called Kepler's Laws. These are, I think, rightly called laws because they apply to *all* bodies moving round a central body, such as the Sun. Kepler's Laws were arrived at by trial, and only after some hundreds of possible generalizations had been tested and abandoned. It was left to the genius of Newton to devise a simple formula applicable to all bodies. His formula is so perfect that within the range of our experience no exception has been found. Indeed, when an apparent exception, such as the irregular movement of Uranus, was observed, the astronomers of the day did not for a moment doubt the validity of the law, but looked for a body which would account for the discrepancy; and, as we all know, their investigations resulted in the discovery of the planet Neptune. Our own mental attitude towards the law is like that of Adams. We have so often correctly predicted the motions of heavenly bodies, the eclipses of the Sun and Moon, the tides of the Earth, and so forth, by means of the law, that any exception is certainly quite unexpected and is becoming almost inconceivable. But it is important to notice that the law only applies to "bodies," or, more strictly, "particles." We are ignorant whether it applies to quantities of matter smaller than we can "perceive," such as atoms and electrons.

At the other extreme we have formulas of a more or less empirical character, which are generally known as laws. A good example is Bode's Law on the distances of the planets from the Sun. This so-called "law" is not well supported by any theoretical consideration, though attempts have been made to reconcile it with the Nebular Hypothesis; and the relationships it expresses may be accidental.

The connexion between mathematical "conceptions" and reasoning and physical laws is of the greatest importance. If we accept the truth of Euclidean axioms and definitions and the usual ideas of force and energy, Newton's Law of Gravitation can be mathematically deduced, and becomes, on the assumption mentioned, a certainty. But the obvious truths expressed in Euclid's axioms have been the subject of much discussion and many treatises. We cannot say for certain whether a triangle formed by joining three stars would have all its angles equal to two right angles, and it is well known that the axiom relating to parallels presents great difficulties to mathematicians. The marked difference in character between the "conceptions" of mathematics and the "perceptions" of physical science should be clearly realized. No one has seen a straight line, a surface, or a circle: they are figments of the imagination. The point I wish to make clear is that many laws are supported by mathematical or other theoretical reasoning, after certain assumptions have been made, and our conviction of the validity of a law must depend to some extent on the connexion between practical and theoretical considerations. This may be illustrated by the Laws of Thermodynamics, which are mathematical deductions from the postulates of the Kinetic Theory, stated by Stallo as follows:—

1. That a gas is composed of solid particles which are indestructible and of constant mass and volume.
2. That these constituent particles are absolutely elastic.
3. That these particles are in perpetual motion, and, except at very small distances, in no wise act upon each other: so that their motions are absolutely free and therefore rectilinear.

Stallo goes so far as to declare that "the Kinetic Hypothesis has none of the characteristics of a legitimate physical theory. . . . It postulates what it professes to explain." But the Kinetic Theory of gases is in harmony with Boyle's Law and Charles's Law. The truth of Boyle's Law is corroborated by a statistical calculation based on the Kinetic Theory—though we know in actual practice that no gas "obeys" Boyle's Law, which only strictly applies to an "ideal" or "perfect" gas.

* Abridged from a paper read at the Conference of the Public Schools Science Masters' Association, January 14, 1905.

Avogadro's so-called "law" is, however, of quite a different character. Like the laws just mentioned, it can be deduced from the Kinetic Theory: but it cannot be established by experience, because it is concerned with conceptual molecules; and there can be little doubt, as Stallo says, that it would be more properly regarded as a hypothesis. In Ostwald's "Physical Chemistry" it is always called a "hypothesis" or a "postulate." We should, I think, do well to avoid altogether the use of the word "law" in this connexion. Gay Lussac's Law of Volumes is also deducible from the Kinetic Theory and from Avogadro's Hypothesis. Its experimental truth is incontestable, and for this reason it is rightly called a "law"; but it is doubtful whether Dulong and Petit's Law should be called a "law," because it refers to atomic weights. Possibly the word "rule" might be a useful substitute for "law."

I suggest, therefore—firstly, that for certain formulas at present known as laws which have no theoretical basis and are of an empirical character, such as Bode's Law, it would be well to discontinue the use of the word "law"; secondly, that we should be careful not to apply the term "law" to hypotheses like Avogadro's; and, thirdly, that we should bear in mind the different character of the conceptual bases in the case of the various laws. It does not appear to be necessary that different terms should be used to distinguish, say, Newton's Law of Gravitation from the "Laws" of Chemical Combination; but it is important that the differences of the kind I have pointed out should always be borne in mind.

I have so far said nothing of Archimedes' Principle. The problem in this case is whether the Principle is a law established by experiment, or is an axiom. We all know that to Newton's mind the 47th Proposition of Euclid, Book I., required no proof. The idea that, if a portion of a fluid is removed, the same forces will act on any body which takes the place of the fluid removed as acted on the fluid before it was removed, seems to me to be a mental conception not very difficult to grasp: and the fact that the formula is usually called a "principle" and not a "law," suggests that the view I have stated has always been accepted.

I hoped to refer to and discuss in some detail the words "matter," "mass," "force," and the so-called Laws of Motion. The subject is, of course, exceedingly complex. In Thomson and Tait's "Properties of Matter" there are no fewer than thirty-four physical definitions of "matter," and the metaphysicians have propounded many more. The recent researches on radioactive bodies may profoundly modify our ideas of matter and its ultimate constitution. I do not, therefore, propose to discuss these words at any length, and will refer any one interested to Prof. Karl Pearson's admirable chapters on the subject. Force to Newton was a "conception," and it is still so regarded by physicists. Thus Prof. Karl Pearson distinctly states that force is "an arbitrary conceptional measure of motion with no perceptual equivalent." The ordinary text-book definition of "force" is fallacious because force is not the *cause* of motion: force cannot be conceived without matter, nor matter without force. It follows, therefore, that the so-called Laws of Motion are not scientific laws in the ordinary sense: they are more in the nature of postulates or definitions, and, therefore, cannot be "proved" experimentally.

The word "prove," it seems to me, is more often used in the wrong sense than any other scientific word. Are we not, especially those of us who are "heuristic," continually instructing our pupils to prove the Parallelogram of Forces by experiment? We let them make the experiment with thick pieces of cotton, with weights, pulleys, and other human inventions, and then we expect them to establish an abstract principle which is intimately bound up with all our fundamental ideas of mechanics. I doubt very much whether the method is a correct one even for schoolboys. Prof. Pearson demonstrates mathematically why equality of masses can be tested by weighing or by a pulley. But apparently the process necessarily involves the formula $F = Mg$ or the corresponding formula that force is proportional to rate of change of momentum. But, having in this way devised and graduated our weights, we proceed to use them to demonstrate the very principle, postulate, or definition by which the weights were graduated. Not long ago one of my pupils was asked in a well known public examination to describe an experiment to "prove" that force is proportional to the rate of change of momentum. I confess I am very doubtful whether any such experiment can be devised. And what I have said

applies to the "proving" of Archimedes' Principle, if, as I have already suggested, it may be regarded as a scientific postulate. In any case, we ought to be extremely careful in the use of this word "prove": we are seldom able, with the rough apparatus at our command, and without the ability to explain to our pupils the elaborate corrections which are usually necessary, to "prove" any law at all in our school work.

I once knew a "heuristic" teacher who was so anxious to "prove" Archimedes' Principle to his pupils that, knowing a cube of 16 c.c. would not actually weigh 16 gms. less in water, on account of air films, he actually had the sides of the cube slightly hollowed out. And in our chemical experiments the limits of error are so considerable that I very much doubt whether any intelligent pupil of elementary science has ever satisfied himself by his own experiments of the truth of the Laws of Chemical Combination. Indeed, does not the truth of such laws depend, if Prof. Pearson's definition of a "law" is accepted, on every experiment which has ever been made? Let me give a homely illustration. Suppose you explained to a stranger that the law of your school—using the word in its scientific sense—was that the first-school bell rang at seven a.m., would you, on hearing its unholy tinkle at that hour, state deliberately that the law was thereby "proved"? I think not, and yet we are continually making similar assertions in our laboratories. There is no humbug of this kind in the teaching of mathematics, though I am fearful that, by the new methods of teaching geometry, pupils may get the idea that, for example, they can prove the 47th Proposition of Euclid, Book I., by cutting up the squares. They may "test" it in this way, but the proof can only be arrived at, after certain assumptions have been made, by a long train of reasoning.

There are two other words of the same kind which we often misuse—the words "cause" and "effect." We do not clearly recognize that these are only two terms of a sequence, and that, just as the finished product of one industry may become the raw material of another, so the effect arising from one cause may become the cause of another effect. Prof. Poynting, in his interesting address to the British Association in 1901, went so far as to suggest that the word "cause" should no longer be used in science; but, unfortunately, he did not attempt to suggest a substitute. If it is, of course, wrong to say that a stone falls to the ground "because" of the force of gravity, or of hydrogen and chlorine uniting "because" of their great affinity for one another, unlike our classical colleagues, we must always be prepared, with Dr. Johnson, to plead "stark ignorance" on many questions.

I am sorry I have not been able to deal more fully with the use of chemical terms. The words "atom" and "molecule" open a large field for inquiry, especially in view of recent scientific work. At present, it is perhaps too early to state whether the Atomic Theory will be modified to any great extent by the recent researches on radio-activity. But we should, I think, impress very clearly on our pupils that the Atomic Theory is only a theory, a working hypothesis, which has been of some service in the past, but which we shall willingly abandon in the future, if the need arises. Though it is very difficult to avoid endowing atoms with reality, it is now more necessary than ever that their conceptual character should be impressed upon our pupils. "Equivalents," and not "atomic weights," are the things we can speak of with certainty.

There are many other chemical words which we misuse. The word "affinity," for example, is a comfort in difficulties like the blessed word "Mesopotamia" to the old lady. And when we are really ignorant we swell the breast and talk of "catalytic action." Our pupils like the jingle, and I fear they often think they have found an explanation. "Allotropic forms" as applied to the rhombic and monoclinic forms of sulphur is really a misuse of the word, unless we are prepared to regard ice and water as allotropic forms of the same substance.

May I, in conclusion, raise one question which is cognate to the subjects already discussed—I mean the question of the age at which we can with profit attempt to teach our pupils such conceptions as those involved in Avogadro's Hypothesis? I was until recently one of the victims of the old "School of Science" Regulations of the Board of Education, of the character of which the majority here present are probably ignorant. I must therefore explain that the curriculum for boys of twelve and thirteen, and even younger, which gave most satisfaction to the inspectors of the Board of Education was one which provided

nine or ten hours' instruction in science. The consequence was that before a boy was fourteen he had consumed, without however assimilating, nearly all the elementary experimental and general work in chemistry and physics; and before further progress could be made it became necessary to try to make him understand at the age of fourteen the conceptions involved in Avogadro's Hypothesis and other important theoretical principles. I am willing to confess that I have always failed in this attempt, and I believe it is a waste of time to attempt such work until the average boy is fully sixteen years old. The reports of examiners bear eloquent testimony to the same effect. It follows from this consideration alone that, if boys begin science at twelve or thirteen, as I think they should, we should be content with much less than nine hours' science per week. I am convinced, too, that we have made laboratory work too much a fetish during the last few years, and that, if science masters were to speak truth and show their souls, they would admit that a great deal of valuable time has been wasted in science laboratories. Thus, if a boy has made one or two gases for himself and has acquired manual dexterity in the fitting up of apparatus, I doubt whether much is gained by letting him make all the other elementary gases himself. If I may make a suggestion, it would be that we should concentrate our efforts in an attempt to get science included in the curriculum of all public-school boys, and be prepared, if necessary, to limit the time devoted to science work by modern-side boys.*

A NATIVE GIRLS' SCHOOL IN TUNIS.

By TIRVA CARPOF.

UNTIL lately nobody thought of improving the situation of the Mussulman women; nothing has been done, even in the Mohammedan countries conquered by France or England. And that is a big mistake, both on humanitarian grounds and from the point of view of extending French or English influence.

We must confess, and it is a true fact, that it is not an easy matter to enter the Arab homes. A male European cannot visit any of them; no other man, except the father, the husband, or the brother, can ever see a woman or a girl of the Mohammedan religion. Thus, the Mussulman home is severely watched, and the women are prisoners, knowing nothing, not even the most ordinary matters of domestic life. They have never learnt anything; they do not know how to read, to write, or to count—nothing of all those elementary notions which our young children have learnt during their early youth.

Knowing nothing, the women are unable to make any comparison. If we show them a picture or photograph, they are as like as not to put it upside down; they see no difference. In the poor classes the woman is a mere drudge, a beast of burden and of reproduction. Amongst the richer classes she is a thing of luxury bedizened with barbaric ornaments and pampered until she has ceased to please. In no family does the woman associate herself with the future or the education of the children. The boys, as soon as they have left the nursery, are directed entirely by the father, and the daughters grow up, like the mother, without tuition, occupied only with childish and sometimes vicious things. If you ask an Arab how many children he has, he will answer always without counting the daughters. On all occasions we are struck by the inferior state in which the Arab woman is left. Nothing is more curious, for instance, than to meet a caravan of those wandering Arabs who stay near a *douar* (Arab village) for five or six months. It is especially during the summer that they travel through the desolated and dry lands. The caravan passes, with its picturesque and fantastic appearance, the camels, donkeys mounted by men, wearing over the *chechia* immense straw hats made of *halfa*, as large as an umbrella. Those indolent men, worn out by fatigue, look as if they were sleeping; they have sometimes children with them, at the back of their saddle. Then behind, thin, emaciated, ragged, sordid, you see the women, trudging, trotting, having tied on their back their last little one. As there

is no room for all on the camels and the donkeys, the women have to walk.

From the poorest Tunisian home to the Court of the Bey the woman is in the most miserable condition, taking really no part in the family or social life. Her state is pitiful. We should like to take her away from the wretched life to which she is doomed, to give to her the first rudiments of instruction, of hygiene, to teach her to bring up with intelligence her children. At first it would be necessary to teach her how to manage a house, to make her home agreeable to the husband, who presently leaves it, because he finds it too dirty, too untidy, and too noisy, on account of the shouting children. She should know how to count, in order to balance her budget, and then, by-and-by, she would become her husband's real companion. Less unoccupied, her imagination would become more refined, and would be no more directed only towards wrong or childish things. Certainly in that line lays a great work to be done for the European ladies residing in Mohammedan countries. The Moorish homes are closed to men, but not to women, who could, several together, visit their Arab sisters and realize their wants. The native women are happy when they are visited; everything interests them; and, if they had the will, European ladies could very quickly have them under their influence.

A lady I know, who had gained the confidence of several Mohammedan ladies, and has the *entrée* of their houses, has furnished me with much interesting information. As she spoke Arabic and needed no interpreter, she soon got to understand her new friends, who are nothing else than great children. They looked upon her as a doctor, because she was able to give to them very simple remedies for slight ailments; they judged her very clever, as she could give them explanations of a number of ordinary things, mysteries to them. They were astounded because she visited them in her ordinary costume, without jewels, when to receive her they were wearing dresses with gold and silver embroideries, and putting on all their precious gems. She could hardly make them understand how Europeans object to gaudy colours and tinsel as bad taste. They stared at her as a marvel, unfastening her hair to see what kind of hair pins she was wearing, and then they asked her to dress up as an Arab.

When she agreed and put on their heavy garments, large silk trousers, blouse adorned with precious stones, little *houris* cap, they cheered, so nice did they find her, and they expressed their joy by a "you you," the sounds made by clapping their tongue with their fingers.

In seeing them so stupid, wholly engrossed in these trifles, do we not think immediately of their intellectual needs, and the good which could be done to them? For instance, is it not a pity to see, at Tunis, where the European population is so large, how little interest is taken in the Mohammedan women? As France is the protecting country of Tunis, one would think that the French ladies would look after the Mohammedan, but, unfortunately, this is not what happens; it is the Italian ladies who must be credited with nearly all the improvement of their condition. However, we must recognize that the wife of the present Résident-Général—that is the title of the representative of the French Government there—noticing all that ought and could be done, organized a school for the young Arabian girls. It was something quite new, and the success appeared so doubtful that the courageous organizer found at first not only no help, but even strong opposition. As the Arabs keep their daughters confined in the harems, how will they allow them to attend a school? So argued even her friends. But she persevered. The start was then made with broad regulations and a very easy programme. Its object was only to teach the girls how to read, to write, and to count in Arabic and French; to teach them also to do some hand work and the first principles of hygiene and cleanliness—knowledge entirely unknown to the Arab.

The school started May 1, 1900, with eight pupils; to-day their number is already sixty. The increase is slow, but sure. Step by step the Arab families (the most advanced) consent to send their children to this school. Entirely covered with their veil, clothed in their *haicks* (large cloaks), and accompanied by their domestics, they arrive at eight o'clock in the morning, and remain until four o'clock in the evening. They receive from home the mid-day dinner, in order to avoid an unnecessary outing. This meal is another lesson for them. One after the other, the pupils are asked to set the table, and they are taught

* It is not intended to suggest that, in the writer's opinion, the time devoted to science in the modern sides of public schools is generally excessive.

also to behave properly. They learn how to use knives and forks, and drop their previous habit of eating with the fingers. Certainly it is not the intention of the foundress to bring them to a high standard of civilization; it would be impossible and useless for the present. She wants only to take them away gradually from the vegetative life in which they are confined.

It is hard to realize how pleased these girls are by their new life. Their natural intelligence finds free play; they learn quickly and well. Those who have attended the school from the commencement (four years) are already different from those who have been kept inside the harems. They have lost their wild appearance, they no longer bite each other, they know how to count, how to solve small problems, how to speak French, and they have received so much general information that their conversation has ceased to be empty. Really, these pupils who started not long ago will be able to make better wives for the actual generation of the young Mohammedans, who, more and more, go for their studies to the Continent, and return with our Occidental habits, and a great dislike, if not disgust, for the lack of refinement of the Arab women they find at home. In order that this Mohammedan school for girls in Tunis might succeed, the first condition was to attempt no religious propaganda. It is certain that not one Arab will be converted, and, accepting this as a postulate, the promoters have given the girls of this school a teacher for the Coran. That inspired confidence in the parents. The presence of an old *moued-deb* (teacher of the Coran) was the best proof that the native religion was to be respected.

The direction of the institution of which we are speaking has been given to the widow of a high French official of the Tunisian Government. Her close connexion with the Mohammedan world and her knowledge of Arabic were needed for the success of her task. Several French girls who know the language of their pupils are teachers, and they give lessons in French, fancy work, hygiene, and domestic economy. Lastly, they teach, during the recreations, how to play! It is curious, and almost incredible, that children cannot play; but it is the case with most of these. At home, from their youth, they are accustomed to be idle, crouched on a carpet, the mind as well as the body asleep. When one starts to teach them to play, the awakening of the brains follows quickly that of the body.

Everything interests and amuses them. The opponents of the school—for, like all new things, the school has some—pretend that these efforts are useless, owing to the short number of years that the young girls are able to attend school. In fact, at the present time they leave school at fourteen years of age, because they marry at fifteen; but we must not forget that an Arab girl of fourteen is like a European girl of eighteen; and six years spent in school—they enter usually when they are eight years of age—leaves certainly a deep impression and an amount of knowledge not to be despised, when we think of the surroundings of ignorance in which they live. From another point of view, it is certain that, with the next generation, the number of years for study will be increased.

Anyhow, as this school exists, it is a first step towards an improvement in the condition of the Mohammedan women, and some satisfactory results have already been obtained. Besides, this generous attempt will open the eyes and attract the attention of the whole world, and especially of the countries which have large Mohammedan possessions, to the wretched condition of the Mohammedan woman.

THE COMPARATIVE VALUE OF HOME AND CLASS WORK.

AMONG the many problems confronting educators and school teachers one of the most important is the value of home work. The question has been asked: "Is home work necessary or desirable?" The answers are of a conflicting nature, dictated as they are by the individual opinion of theoretical pedagogues or by the experience of observant schoolmasters. For some time efforts have been made in Germany and Switzerland to determine the problem by the help of psychological experiments performed on children of the national schools of both countries. These investigations have been carried out with the utmost care by the united efforts of

psychologists and national-school teachers, whose work enables us to form an opinion based on the results of strictly scientific research.

In 1904 Dr. E. Meumann, Professor of Psychology at the University of Zurich, published the methods* and results of a long series of careful experiments carried out by him, with the help of school teachers, on children of the national schools of Würzburg and Zurich. If the conclusions drawn by Prof. Meumann are correct, viz., that the value of home work has been greatly overrated—a saving of time and energy might be effected by a method of teaching which would reduce home work to a minimum.

Prof. Meumann points out that in these investigations it is absolutely necessary for theory and practice to go hand in hand. Before giving a detailed account of his measurements of the work, he contrasts the conditions under which home and school work are done. The pupil, he says, who works at home is isolated, more or less dependent on himself; the pupil in class works as a member of a community, as one of a whole body. The work of the isolated pupil must therefore be judged as the effort of a single person. On the other hand, work done in class is a kind of collective work—for a number of pupils striving together for one and the same object are in such close mental relation one to another that we may speak of a working community whose efforts must not be considered as the sum of individual efforts, but as the work of one community as a whole.

The experiments of Prof. Meumann are based on comparisons of the work of pupils isolated under strictly controlled conditions with that done in class, of work done at home with that carried out in school. In all cases the faults of each task were classified according to kind, and carefully noted. The experiments were undertaken at the same time by Prof. Meumann and Dr. Mayer, national-school teacher at Würzburg. The problem they sought to solve was: "Is class work more beneficial for the individual, and under what conditions does it produce better results, than the work of an isolated pupil?" While Dr. Mayer strove to answer the question by means of tasks such as are usually set in school, Prof. Meumann, in order to determine the limit of memory, subjected the pupils to a purely psychological investigation, the result of which, he says, was astonishing. There was little difference between the isolated and the class work of pupils of thirteen and fourteen, whereas in that of the younger children—especially those of eight and nine—it was remarkably great. It was found, on an average, that in class examination children of eight and nine repeated from memory three words all correctly, of five words 4.09, and of seven words 4.06; whereas, in examining children singly, the average was—three words correctly, of five words 3.4, of seven words 3.2. These numbers show that children remember considerably less when examined singly than when they are in touch with the class. The results were so constant that there was no child who could remember more in isolated examination than in class examination, and they are all the more astonishing as the disturbing influences in a class might be supposed to detract the attention of the pupils. On asking the children whether they preferred to do the exercises in class or alone, 80 per cent. answered decidedly in favour of class work, 15 per cent. were undecided, and a very few confessed to being disturbed by the noises and whispering that usually go on. These latter proved to be mostly nervous and weak children, though among them there were pupils of exceptional ability. The power of concentration does not seem to belong to any particular degree of intellectual capacity.

Prof. Meumann gives a detailed account of the excellent methods used by Dr. Mayer and other teachers in their experiments. Results were arrived at by a comparison of class work with isolated work—dictation, mental arithmetic, combination exercises (by which Mayer sought to determine, or "measure," the intellect of his pupils), learning by heart, written arithmetic—and of class work with home work. Many various types of pupils were chosen as subjects for the experiments, differing from one another in capacity, conduct, temperament, and social standing, the work being judged in connexion with a careful character sketch of each pupil previously written by the teacher. The children worked in three different manners,

* "Home and School Work." Experiments on National-school Children, by Dr. E. Meumann. (Leipzig: Julius Klinghardt. 1904.)

according to the orders of the teacher—viz., (1) quickly and carefully; (2) slowly and carefully; (3) as quickly as possible. By these orders the inner mental condition was, in a measure, regulated, and the work more easily compared.

The measurements of such complicated psycho-physical performances as are included in school work presuppose practical sense and inventiveness in the experimenter, for it is scarcely possible to set up general rules for the methods to be observed. Those adopted by Prof. Meumann and his fellow-workers were based on the quantitative determination of memory as applied in experimental psychology, and on "combination" together with a method invented for and carefully adapted to the circumstances. The numbers obtained represented two kinds of values—on the one hand the time in which the work was done; on the other the faults contained in it. The work was judged and its intrinsic value measured by the product of time and faults.

The results of the measurements were decidedly in favour of class work, which was done, strange to say, by every child in considerably less time than isolated work. This was least conspicuous in dictation, which may be explained by the fact that the teacher was obliged to wait for the slower pupils before he could proceed. How great the saving of time may be seen from the following numbers, the result of an exercise in combination (supplying missing words in sentences):—

		Isolated.		Class.
Pupil F.	Combination ...	13 min. 11 sec. ...	6 min. 45 sec.	
" W.	" ...	6 " 52 " ...	4 " 40 "	
" M.	" ...	12 " 48 " ...	5 " 50 "	

and so forth.

The class work of slow pupils is often done in *half* the time isolated work demands, whereas habitually quick workers seem to gain comparatively little time in class. The latter almost reach the approximate limit of their capacity in isolated work, and are therefore not capable of much greater exertion, whilst the slow workers need the stimulus of the class to do their best.

In comparing *results*, the greatest reduction in time was found to occur in mechanical learning by heart. The best mental conditions for class work were obtained by the order "carefully and quickly," both other commands producing a state of mind less favourable for any kind of work.

In order to control the results, Dr. Mayer repeated the experiments during the holidays, and found to his astonishment that even the direction "quickly and carefully" failed to effect the same saving in time as during term-time. He explains this by the absence of the greatest stimulus—ambition, whereas Prof. Meumann is of the opinion that more elementary psychical processes are here at work.

The quality of the work was judged by the absence of faults in a strict sense. 74 per cent. of all work done in class show less mistakes than the corresponding isolated work, memory work again heading the list. In all work done in class there is a tendency to uniformity, both the time taken for the exercises and their quality being more even than in isolated work. This uniformity appears under all conditions of class work. The results of holiday experiments show that, although no appreciable difference in time is obtained, the quality of the work continues to be higher than that of isolated pupils.

The product of the values of time and quality gave the average numbers expressing the total results. It was found that class work done under the direction "carefully and quickly" showed a decidedly higher value than isolated work. The order "as quickly as possible" proved most unfavourable, especially in mental arithmetic and tasks exercising the imagination. For the execution of the latter isolation seems to be not only favourable, but necessary. The beneficial influence of class work was felt by the best as well as the weakest pupils, but in the case of the latter the gain was extraordinary—timid and nervous children often losing their fear under the influence of co-operation. Strange to say, mental concentration is not weakened, as might be expected, but, on the contrary, strengthened by common work. If, therefore, a child has great difficulty in fixing his attention on isolated work, it follows that isolation tends to aggravate habits of thought-wandering.

The characteristics of pupils hitherto discussed, such as independence and timidity, are characteristics of will-power, but the experiments prove that, with very few exceptions, the above

remarks concerning class work apply also to pure intellect. Now and then a case occurred of a child with weak intellect whose interest for some one subject would not be sufficiently roused in class, and whose class work, therefore, compared unfavourably with that done in isolation; but even this applied only to certain subjects, and no case was found where class work was unfavourable in all subjects. On the other hand, the influence of class work sometimes proved detrimental to decidedly gifted pupils, more especially to such as combined high intellectual qualities with quickness of temperament.

Prof. Meumann regrets that, owing to a lack of psychological data, no explanation can yet be given of the results of the experiments: they can only be stated as facts.

GERTRUDE KNECHT.

BLACKHEATH PROPRIETARY SCHOOL.

CAUSES which are operating, and will probably continue to operate, in many secondary schools have contributed towards the decision recently made public by the proprietors of this school—that they are unable to carry it on after the end of the present term. But another cause—common, it may be hoped, to few schools—has made this decision necessary—the fact that it was built on leasehold, and not on freehold, ground. The school was founded in 1830, and was perhaps the prototype of that system on which several famous schools were established in the next thirty years. Three other schools of the same type were founded in or near London at the same time, two of which were the Kensington Proprietary School and the Islington Proprietary School; but of these Blackheath School is the sole survivor. In 1830 Blackheath was a stronghold of Evangelicism, and the school owed its origin to the desire of several of this party to have a school in their midst at which their sons could be educated in the principles of the Church of England. The Rev. Joseph Fenn (then a leading Evangelical clergyman in Blackheath) took a prominent part in the foundation of the school, which opened in 1830 with a head master—the Rev. S. Tennant—a second master, a portress, and twenty-five boys. The lease was for seventy-five years at a small ground rent, the buildings being erected by the proprietors, who, in return for their £20 share, secured the right of nominating a pupil, but were not allowed to receive any dividend.

Mr. Tennant did not prove successful as a head master, and the numbers were at a low ebb when Mr. Selwyn, father of the present Head Master of Uppingham, and a man of considerable force of character, appeared upon the scene. He fostered the boarding-house system, and, under his sway, the school gradually rose from 30 to 290 boys, of whom the larger number were boarders. Among his pupils he numbered several who rose to eminence—in particular, Lord Bowen and Mr. E. E. Bowen, of Harrow. In the days of his successor the boarding-houses dwindled; but this was probably due to the fact that Blackheath was becoming more of a suburb and less of a country place. Mr. Selwyn clearly saw the dangerous position of a school built on leasehold land, and records showed that he pressed upon the governing body of that day a scheme to remove the school bodily—a proposal which met with stout resistance on their part.

What he probably foresaw has now come to pass. The original lease would have expired in 1906, but seven years ago, at a time when the numbers of the school were rising under the present Head Master, the Committee of the school surrendered their lease, and, with some trouble, succeeded in getting a short lease of twenty-one years, determinable at the seventh and fourteenth years—of course, at a vastly increased rent. Then came an outbreak of scarlet fever in 1902, which, through loss of fees and large expenditure on drainage, swept away most of the reserve fund. Like many other first-grade secondary schools, as *The Journal of Education* recently pointed out, Blackheath felt the diminution of professional and business incomes caused by the increased taxation and commercial depression that marked the close of the Boer War and the following years. Numbers began slowly to fall off, and last year the Committee felt they could not face the second term of the lease without a substantial reserve fund, especially as they represented what is practically an unlimited liability company. An appeal was

made for £4,000, but much less than this sum was subscribed, probably because it was felt that the proposed expedient did not promise permanency. Owing to the failure to raise this fund, the present Head Master decided to resign, and the proprietors on February 8 felt themselves obliged to wind up the school as at present constituted at Easter next. It was a step taken with great reluctance and regret, for few schools of its size can show a longer roll of illustrious Old Boys. It can count among its *alumni* Lord Bowen, his brother Edward Bowen, of Harrow, Sir Mortimer Durand, Sir Charles Rivaz, Mr. Goschen, John Mason Neale, Canon Dalton, Prof. Courthope, Mr. Oswald Airy, Mr. Claud Baggallay, Edward Lefroy, Sir Woodhouse Richardson, and many other well known men.

Since this decision of the proprietors has been made known, a syndicate or association has been formed by some residents in Blackheath to obtain a fresh lease, to take over the buildings and fittings of the School, and to carry on the School itself on slightly different lines from Easter next. If this scheme is successfully carried through, certain restrictions which hampered the old Proprietary School will necessarily disappear.

CORRESPONDENCE.

SCHOOL AUTHORITIES AND ASSISTANTS.

ONCE BIT, TWICE SHY.

To the Editor of The Journal of Education.

SIR,—You have put very forcibly the case for Short: will you allow an assistant master to reply for Codlin?

One of the disadvantages of living in an old country that has not lately been well shaken up by a revolution—has not enjoyed the uprooting of vested interests for once in a way—is that one is a victim to custom, prejudice, and tradition. Of these three fetishes the most degrading is tradition. Tradition, like precedent, is a good servant but a bad master. A tradition may be excellent or it may be the opposite—no matter: a tradition, in the opinion of the majority of people, must not be resisted. As a vampire drains the blood of its victim, tradition sucks out the vigour from originality and reduces all to one dead level.

Tradition has had much to do with the foundation and after-growth of most English grammar schools that have not been started within quite recent years. Sir William Smith leaves £90 a year to pay the master of a school at X., to be called after the founder, and £40 to provide a stipend for the usher. At the time these sums were sufficient, eked out as they were with presents in kind from the pupils. In course of time the school grows, other sums of money are bestowed on it, and it manages to slumber on for a century or so. Then comes an awakening. The inhabitants of the town discover that they want a better school. An appeal is made to the Charity Commissioners. They look into the matter, deliberate with certain persons of authority in the town, who know nothing about educational difficulties, and lay down rules how the school is to be conducted, producing a stereotyped, traditional scheme. They make provisions for dealing with bankrupt governors and describe how the accounts are to be kept: all that is forgotten is to provide means for governors to work the scheme with and to fill the columns of the elaborate ledger. Further, the possibility of a change of curriculum being necessary is not considered; tradition is to reign supreme. It was thought that the original £90 for the head was too little; so the post and salary of the usher were amalgamated with the headship; but, in return for the usher's pittance, the head had to pay any assistant masters required. As he could not pay many with his additional £40 and keep some for himself, the state of affairs was worse than before—even the payments in kind had dropped into disuse.

The next step was to command boarders to be taken, and, out of their payments for services received, to pay masters who taught the day boys at fees that did not cover their educational expenses. Sometimes the governors decided that the head would have to be in Orders, so that by working (guinea-pigging) on Sundays he might eke out a salary that was too little to support a man decently on six days' work. Some schools were

not fortunate enough even to retain what endowment they possessed. Many were robbed of their original small fortune, and yet had to struggle on, perhaps with an income of £19 a year.

This is no very unfair description of the rise of many an old grammar school and of its penury. At their foundation they may have served their purpose; when, however, they were put to a far more extended use, but left with the same slight means, their indifferent fulfilment of their duty became more and more evident. Without funds, progress was impossible.

In many cases, again, what endowment there was was sunk in a boarding house and buildings. It has often happened that a school has been provided with buildings too big for average requirements. Thus the investment of funds has not brought in what was expected. It is by no means an exaggeration to say that a large number of grammar-school headships are not worth taking. The headship may be advertised as worth £150 and a house, capitation fees and profits from boarders, estimated together at about £500 per annum at least, according to the reckoning of the governors. Inquiries by outsiders, however, show that the new head will have to take over a considerable amount of plant and pay yearly towards expenses some £250. The result is that he must work as cheaply as possible. This means masters with £60 salary and residence, and inefficiency generally of equipment.

Of course, there are exceptions. A new school is to be built at Lytham and St. Anne's which has an endowment of £250,000. But these exceptions often act disastrously on neighbouring schools. Having a long purse, they buy up scholars, and leave less wealthy schools to a lingering death, to the disadvantage of the towns in which these schools were founded. There follows a struggle for existence and a rivalry between institutions ill-adapted for the purpose, to the great hurt of education. A proper grading of secondary education is lost sight of; every one fights for his own hand. Masters and pupils suffer; the former from bodily, the latter from mental, starvation.

We may consider, then, that the present system as regards non-local schools in the majority of cases is fundamentally bad, both from an educational and from a practical standpoint. Now to look at schools created by Education Committees. While there are some such schools that are struggling under the very difficulties that I have just mentioned, lack of funds, want of proper equipment and the like, the general run of schools under the sole control of an Education Committee are prosperous; sure to be so, if not at present, after no long time, because there is plenty of money in the background. There is at least one technical school that rejoices in an income of £15,000; a municipal secondary school just started pays its head £1,000 a year and its assistant masters from £500 to £150. Every one will admit that, as this institution is rate-supported, there can be no lack of funds. In this town all secondary education is properly graded on a well-thought-out plan: the return is excellent, and the investment a good one.

As an example of salaries paid by municipal Authorities to their officials one can quote the salary of a public librarian which amounts to £300, while the librarian of an older and larger institution, who has far more responsibility and a more arduous post, is paid £180. Under a corporation we see town hall clerks advanced at no infrequent intervals by £30 a year. In a certain town one official was appointed at a salary of £300: this was raised to £350, to £400, and, after about six years' service, now stands at £450. The same scale of pay rules in the case of tramway managers and sanitary inspectors. Do masters in the old grammar schools fare as well? The head may get anything from £5,000 to nothing, his assistants anything from £300 to next to nothing.

After all, the relations existing between head masters and assistant masters are those between educated men in the same rank of life. Head masters are only presidents in the republic of letters, not autocrats of All the Russias; or, if they are, their reign will not be for ever. I am led to these observations because I have not gathered from the public actions of head masters as a body that they appreciate the aims of assistant masters and the changed position of affairs now prevalent. On the other hand, many of the Education Committees are fighting the Education Office because they mean to have some say in the appointment of assistant masters and in their dismissal. These Education Committees declare that they will not allow to head masters the power of dealing unchecked with their

assistant masters, when they do not grant this prerogative to other managers of institutions under them. Some such bodies when advertising a headship distinctly state that the head will be consulted as to other appointments.

It would seem that it would be to the advantage of school-masters to be under an Education Committee. But we must not only consider the monetary side of the question. It is beyond question that the only possible way out of our educational muddle at the present day is to agree to a general scheme of municipalizing of schools in county boroughs and to their adoption by County Councils in other places. There would be a break from tradition, there would be a benefit conferred on education, and there would be a system. Drawbacks there would, of course, be, but would these compare with the cut-throat policy, the waste, and the impecuniosity now obtaining in schools not under an Education Authority?—Yours, &c.,

A. M.

THE ETYMOLOGY OF "EDUCATION."

To the Editor of The Journal of Education.

SIR,—The extremely new note on the etymology of "education" in *The Journal of Education* for March last, at page 223, is indeed a revelation. It shows what may happen when a writer treats of Latin philology without being even aware that it is regulated by known laws, such as have been explained over and over again. The writer seems never to have even heard of the principle of gradation.

For here are his own words. In order to connect *educare* with *dúcere*, "we have to violate the laws of vowel-length and conjugation, which in classics were rigid to a degree to which we, in English, are strangers." As if the laws of phonetics were any less rigorous in Anglo-Saxon than they are in Latin and Greek!

This amazing utterance can only mean that Latin and Greek vowel-sounds are "rigid" to such "a degree" that we cannot connect a short *u* with a long one! From which it follows at once that *dux*, a leader, has no connexion with *dúcere*, to lead, because the *u* in *dux* is short in the oblique cases. Neither may we connect *fides*, faith (having a short *i*), with *fidère*, to trust (with a long one). Further, we now learn, for the first time, that *vidi*, I saw, has no connexion with *vidère*, to see, owing to the "degree of rigidity" which such a supposition would "violate." And, as for connecting three such grades as are seen in the Greek *πίθω*, *πέποιθ-α*, and *ἔ-πιθ-ον*, what a shock such an idea would give to "rigid" laws!

The best of it is that, though we must never violate the rigid quantity of a vowel, we may do what we like with a consonant, and derive *ē-duc-āre* from a root *dug*, as if the interchange between *c* and *g* were highly elastic!—Yours, &c.,

WALTER W. SKEAT.

COLONIAL AND FOREIGN NOTES.

AUSTRALIA.

The education administration reform movement in Australia to which frequent allusion has been made is now proceeding at a rapid rate in nearly every State of the Federal Union. Victoria was the first to abandon the system of placing at the head of the Governmental Department a Civil Service official, and to substitute a highly trained expert. The success of Mr. Tate, the first Victorian Director of Education, has induced the biggest and the smallest of the other States of Australia to appoint also a Director of Education. The New South Wales Director has not at the time of writing been selected, but I should not be surprised if one of the Royal Commission whose reports on education in New South Wales were summarized in *The Journal of Education* is selected. In Tasmania the first Director is Mr. W. L. Neale, a South Australian official whose record at Adelaide is of the best. Mr. Neale has a hard row to hoe in the little island State, where out-of-date methods in education are the rule. In New South Wales the new Director will have an easier task, for there has been such a stirring of dry bones through conferences, press agitations, and popular meetings that the public mind is now really alive to the fact that the mother State is far behind Europe and America in her educational methods.

Melbourne University is now out of her financial troubles, thanks to the generosity of Mr. David Syme; Mr. Carnegie, the Scotch-American millionaire; Mr. Higgins, the Melbourne barrister; and Mr. R. J. Larking, the leading spirit in educational matters in the local Chamber of Commerce. The State has provided £12,000, and private effort some £13,000, to rescue the University from degradation. Evening lectures and an up-to-date commercial course of study have been established as parts of the University curriculum. Forty mining and agricultural scholarships, enabling bright sons and daughters of the poor to take up University courses, have been provided by the Government, and in other ways the University has had new life infused into it by the combined hands of her socialistic legislature and the individualistic "wealthy lower orders"—as the late Judge Higginbotham used to call them. In this connexion it is interesting to note that the Adelaide Chamber of Commerce is pressing the sister University of Adelaide to follow the example of Melbourne, and increase all facilities for higher commercial education.

An important move has been made in the direction of improving secondary education in Victoria through the discovery that the Act constituting the Melbourne University gives the University power to inspect secondary schools. At the end of November last year (1904) the University Senate adopted a code of regulations which will enable secondary schools on the payment of a sum of £5 and the expenses of a University inspector to have the benefit of an inspection and examination scheme which will, if applied with satisfactory results to the individual schools, immensely advance their status in the community.

FRANCE.

The new Minister of Public Instruction is M. Bienvenu-Martin, deputy for Yonne. If the progress of education in France were to be measured by the number of Ministers who have controlled it in the last thirty years, the evidence of rapidity would be very striking. Unhappily, it is a matter in which numbers go for nothing. What is needed is a man of ability and initiative. The French can seldom find an Acland, and then they cannot keep him.

For several years Montpellier has made a systematic inspection of the eyes of pupils in its primary schools. The oculists report that two-thirds of the schools are defective in respect of natural lighting, that the artificial lighting is rarely sufficient, and that forms and desks are not generally adapted to the height of the pupils so as to save their eyes from strain. Abnormal vision is commoner in primary than in higher schools, and among boys than among girls. Whilst boys are more subject to myopia and hypermetropia, girls supply the majority of cases of astigmatism. In all, no less than 30 per cent. of the children in primary schools have some imperfection of sight. On entering a school a child is furnished with a card on which are inscribed, not only name, age, address of parents, &c., but also a figure indicating the state of his eyesight. When there is a defect, medical treatment follows, and sealed letters containing advice are addressed to the parents. If a boy has colour-blindness, he is warned against preparing for the Navy or for the railway; and short-sighted girls are bidden to avoid the trade of an embroideress or dressmaker. Pupils remain under the surveillance of medical inspectors during the whole period of their studies, being examined as often as the condition of their eyes requires it. So with watchful kindness do the French authorities care for the future citizens of France. Although the rules for lighting will be known to many readers, we repeat them from the Montpellier report. Light should fall from both sides or from the left. If it comes from above, the room is liable to be unduly hot in summer. Light from the front is dazzling; light from behind casts the shadow of the pupil on to his desk. Walls ought to be painted in some soft colour, such as light yellow or water-green. Window surface should be to wall surface at least in the proportion of 1 to 3.

We have been watching with the utmost interest the French experiment of reserving Greek for an *élite*. So far we cannot say that the experiment has failed, since it has been found impossible to perform it. Some schoolboys take the subject because they have a *penchant* for it; others under pressure from parents or counsellors; and others, again, because it is an untried field for their incompetence. Writing in the *Revue Universitaire*, M. Georges Seure declares that Greek classes at present are neither better nor worse than in the past; that they contain, as they always will contain, the normal proportion of strong and weak, capable and incapable pupils. Can nothing be done, he asks, to help the situation? He recommends that, just as every modern language and every branch of science has a special teacher, so certain teachers, *agréés* in Letters or Grammar, should concentrate their later studies on Greek and be employed in the larger *lycées* to teach the subject exclusively. They would communicate to their pupils the enthusiasm begotten of specialization, and, carrying them from beginning to end

of the Greek course, would, in virtue of long intimacy, exercise more influence than an ordinary form master. Keeping an open mind, we are not persuaded that even special teachers—it is delightful to see how the notion of special *pupils* has gone—will save Greek in France. And, as to the intrinsic merits of the proposal, those who learned Greek in former times learned it best from a succession of teachers, each of whom had his favourite authors and emphasized different points of scholarship.

In the department of la Manche it has been the unpleasant custom of parents to denounce teachers who have offended them to the inspectors by means of anonymous letters; and the inspectors have been wont to hand the letters to those concerned with a request for written comment. A circular now directs that unsigned communications are to be destroyed as soon as they arrive, and are not to form the subject of any inquiry. In like manner, unsigned letters of complaint published in journals are henceforth to be ignored. The change might have suggested itself sooner. If signed, accusations are often groundless; unsigned, for the most part, they spring from malice and are invalidated by cowardice.

Under the auspices of the International Guild a gentleman has been lecturing the French on their use of certain English words. He reproached them with "shakehand," bade them not to call a skating-rink a "skating," or a smoking-jacket a "smoking," and urged that pedestrianism is not in England styled "footing"; which, indeed, it is not. Yet these things occur in familiar speech, or at most in the language of the *feuilleton*. What shall Englishmen say of them while a book like Murray's "Dictionary" can talk of the *Code civile*?

GERMANY.

The most remarkable feature of educational life at Berlin just now is the attention that is being paid to physical exercises. For playgrounds and gymnasiums (in the English sense) the magistracy votes this year £9,680. Moreover, it will expend £250, instead of £150 as last year, in providing instruction in swimming. The swimming lessons have been very successful, 80 per cent. of those instructed having learned to swim. Girls as well as boys are now to be taught. Public playgrounds (distinct from the small yard that a German school usually has) are being opened in various quarters of the town.

Perhaps some of our readers will care to have, for consideration, the scheme of science teaching outlined by Herr Ruska in the *Südwestdeutsche Schulblätter* :—

	2 hours	2 hours	2 hours
Class.	a week to—	a week to—	a week to—
Lower III. ...	Botany ...	Zoology	Geography
Upper III. ...	Physics ...	Chemistry ...	Geography
Lower II.	Physics ...	Chemistry ...	Geography
Upper II.	Physics ...	Chemistry ...	Botany
Lower I.	Physics ...	Mineralogy..	Zoology
Upper I.	Astronomy	Geology	Anthropology

UNITED STATES.

The *Educational Review* for February contains an able article on "Modern Languages in Secondary Schools." The teaching of them in America he describes as barren, antiquated, and unenlightened. What he recommends to improve it is, to be brief, the New Method. But change of method must be supplemented by change of teachers. We quote the words that relate to the latter part of the proposition: "Our modern language teachers of the future must be native Americans. Both in Germany and France the sway of the French *maître* and the English master has been discontinued. A pupil learns a foreign language most effectively from one who is his countryman and a trained teacher, and who has himself been compelled to master its difficulties. There intervenes another practical consideration. If we do not train modern language teachers from our midst, we shall presently lack even *foreign* teachers of any but the most mediocre attainments. There is no reason, in view of the great present demand for foreign language teachers abroad, why a German or a French teacher who has acquired a speaking knowledge of English should migrate to America when his command of English gives him an enviable advantage at home. The inferior quality of recent foreign accessions to our teaching body admits of no other explanation. Even now cases are not infrequent in which teachers, after a brief experience in this country, or in England, return to advantageous positions on the Continent."

The point is one of great importance; and it is one upon which head masters, whose culture is, for the most part, that of Cam or Isis, are seldom well informed. It is hard to conceive that a German, for example, qualified to act as a secondary teacher in his own country would accept for a permanency a mastership in an English school, the

conditions of employment being here so much more unfavourable to the employed. And as to Germans, there is the further difficulty of dialect. If English boys learned to speak exactly like their master, they would often acquire a German that would expose them to ridicule among the students at Bonn or Heidelberg. Doubtless there are many excellent and highly qualified foreign teachers of French and German in our schools. But we suggest that it is impossible for an untravelled head master to discriminate. Now the New Method calls for increased discrimination, in that, under it, the teacher means more and the book less.

American school-men cannot make up their minds as to the best style of handwriting to use in schools. Data obtained from the St. Louis Exhibition—or, must we say, Exposition?—show that out of twenty-five States in which the vertical system had been introduced, fifteen have reverted to the sloping. It is argued, in some quarters, that vertical writing is too slow, too easily imitated, lacks individuality, and is liable to become "back-hand." The principals of the Chicago schools, having been consulted, are found to be divided in opinion: 123 favour the vertical style, 89 are for the sloping, and 34 declare themselves indifferent. A large commercial firm in America states that competitors for a clerkship who wrote vertically would be pronounced ineligible. We must leave our readers to choose for themselves. Our own favourite style is—the legible.

President Eliot, in his annual report to the Corporation of Harvard University, rails in good set terms at football. Attentive reading makes it clear that his objections are not so much to football as to the way football is played in the United States. Be his own words our witnesses:—"Coaching from the side lines, offside play, disabling opponents by kicking and by heavy blows on the head, and especially by blows about the eyes, nose, and jaw, are unquestionably helpful to a triumph, and no means of preventing them by both players and coaches has yet been found." Are we to understand that the coaches are in the habit of administering "blows about the eyes, nose, and jaw" to players during the progress of the game? If so, President Eliot is right in objecting to it. Coming from so high a source, the diatribe has been followed by the usual outcry about the dangers of athleticism. Yet men of experience will tell you that they prefer them to the dangers of "slackness."

Here is a scrap of American news that has human as well as educational interest. Among the graduates on February 7 from the Hillhouse Evening School at Newhaven, Connecticut, was Jane Fans, a negress, aged seventy-three. Jane is an ex-slave, and for many years has desired to learn to read. Recently she applied to the evening school for instruction, and has been such a diligent student that at the graduating exercises she received the prize from among two hundred and fifty pupils. She is very proud of her ability now to read the Bible and the daily newspapers.

The clergy of the Church of England ask for a living wage, and "£400 a year all round" has been specified as the sum that will content them. Since secondary teachers are drawn from the same social class, have received an equally expensive academy training, and possess, in general, much higher attainments, "£500 a year all round" might seem to be a fair enough demand for them to make. In America college professors are the latest claimants for augmented salary. Whilst they could formerly live on 1,000 dollars, the bare necessities of life cost more and the standard of living has been raised in all classes; so that what once were luxuries are now indispensable. It is true that salaries have risen. At Harvard fourteen professors received last year 5,000 dollars each, and the average for the forty-two professors was nearly 4,000 dollars. Yet the American conscience is to be awakened to the fact that college professors are underpaid. It will have to be more sensitive than the English conscience if it is greatly moved.

American adepts in the matter of truancy have come to the conclusion that the housing of large numbers of children in great barracks is detrimental to their physical, intellectual, and moral welfare. All modern truant schools are organized upon an entirely new plan, which provides something like family life. The cottage system has taken the place of the dormitory system, cottages two or three stories high being grouped about a central school building. New York has now given its sanction to the modern system by acquiring a large tract of land for the erection of a cottage truant school. Home training, parental control, habits of good conduct—these are the things that truants lack; they are best supplied by reproducing for them, as far as possible, the home and its influences.

The National Educational Association will meet this year at Asbury Park, New Jersey, July 3-7. The president is Superintendent William H. Maxwell, who is sure to see about him, in the noted summer resort, a great host of educators and the friends of education.

The National Educational Association.

INDIA.

It will be remembered that we reported lately a new departure in Travancore, by which a conscience clause was created in favour of Indians. As might have been anticipated, a demand is voiced that the precedent set there should be generally followed. Thus

**Wanted—a
Conscience Clause
for India.**

Mr. V. S. Sastri, in the *Indian Review*, pleads ably for change. The Government, he contends, should be strictly neutral with regard to religious instruction. But at present it gives a considerable part of its education grant to missionary bodies which force religious instruction on Hindu and Mohammedan pupils with the hope of converting them to Christianity. In this way the money of the Indian people is employed to undermine their religion. Educated Indians have begun to feel a new pride in their ancient civilization, and see in the compulsory religious teaching of the mission schools a degradation of their faith and a slur on their conscience.

Mr. Sastri, on what authority we know not, says there is reason to believe that the Department of Education will be favourable to a general introduction of the conscience clause. We leave the subject, however, to make a few jottings in reference to the education of women. A writer in the *Educational Review* contends that the Indian women are utterly unprepared for higher education in English, and that they must draw their mental food from the different vernaculars of India. Hence, he tells us, the problem is to improve vernacular books so that they may represent modern thought. He may be right. We are content to believe that the women must be educated. Accordingly we learn with satisfaction that a normal school for women was opened at Lahore on January 4, 1905. The school will be under the control of the Education Department, and will be held, for the present, in the premises of the Victoria Girls' School. The object is to prepare women to work as teachers in girls' schools. Inspecting officers of all grades, *tahsildars*, and other officials, will be able to give valuable assistance in promoting the success of the institution, and it is expected that the wives and female relatives of male teachers, as well as widows of some education, will, in many cases, offer themselves for training. Stipends not exceeding Rs. 8 a month will be awarded to selected students, and boarding accommodation will, if required, be provided free of charge. And not only the Education Department, but also the natives themselves, are stirring in the matter of education for women. For Babu Brajamohan Dutt's Prize essays are invited on "The Shortcomings of the Existing System of Female Education in India." The competitors are to be native women of any age, and they may write either in Bengali or in Sanskrit. It is the true principle—to interest the women themselves in their own physical and intellectual development.

The following resolution was passed unanimously at the recent Indian National Congress held at Bombay:—"That this Congress, while thanking the Government of India for the increased outlay on primary education, promised in their resolution of March last, and for the institution of technical scholarships for the study of technical arts and industries in foreign countries, repeats its protest of last year against the retrograde policy adopted by Government in regard to higher education, as calculated to officialize the governing Boards of the Universities and to restrict the scope of University education generally; and the Congress places on record its emphatic opinion that, in view of the large surpluses which the Government are now realizing year after year, it is their clear duty to make a much larger allotment than at present out of public funds for educational expenditure, so as (a) to spread primary education more widely among the mass of the people, and to make a beginning in the direction of free and compulsory education; (b) to make due provision for imparting instruction in manual training and in scientific agriculture; (c) to provide for the better manning and equipment of Government colleges and high schools, so as to make them really model institutions; (d) to establish at least one central fully equipped polytechnic institute in the country, with minor technical schools and colleges in different provinces."

The Report of Public Instruction in Travancore shows an increase for the year (1902-3) of 11 schools and 6,750 scholars. Yet a single paragraph that we here transcribe will be an answer to those who fear that primary education in India is progressing with too rapid strides: "In almost every village of Travancore the old *Asans* (indigenous schoolmasters) still hold their sway and decry the modern system of education among the ignorant folk, who have still unbounded faith in the wisdom of their ancient *Gurus*. Some of these ancient *Asans* hold their position by virtue of heredity—their ancestors having followed the profession for generations. In some cases the parents of the school-going population in rural parts are the pupils of the present *Asan* or one of his ancestors. Hence they hold him in great reverence and consider his teaching the best they can secure for their children. In other cases a half-starved *Asan* waits on the influential man of the village, under whose patronage he starts a school which is largely

attended by the children of that village. The people generally resent any insistence on regular attendance and strict discipline, and the masters are reluctant to submit to the control and supervision of the Educational Authorities, without which no aid from State funds could be given. These circumstances account greatly for the existence of a very large number of unaided private schools."

CAPE COLONY.

As to the great institution that will perpetuate the memory of Mr. Cecil Rhodes at Grahamstown, we learn from the official *Gazette* that the Council, since its appointment, has been making considerable progress in the organization of the new College. At present the list of professorships arranged for stands as follows:—(1) English (with Greek for the present added), (2) Classics (without Greek for the present), (3) Modern Languages, (4) Philosophy and History, (5) Pure Mathematics, (6) Applied Mathematics and Physics, (7) Chemistry and Metallurgy, (8) Law, (9) Botany, (10) Geology, (11) Zoology. Temporary class-room accommodation has been secured, and the question of permanent buildings is being seriously discussed. It is hoped that the new term will see a considerable increase in the number of students.

But much more important than this addition to the collegiate foundations of South Africa is the Bill that is being introduced to provide for the establishment of School Boards, and for the better management of education throughout Cape Colony. We give the substance of the chief clauses in an abbreviated form. The Governor may by proclamation constitute any area a school district, and within twelve months every part of the Colony is to be included in a school district. Every fully proclaimed school district is to be under the jurisdiction of a Board consisting of such a number of members, being a multiple of three, not less than six, and, not more than eighteen, as the Minister of Education shall determine. The members of the School Boards are to be, as to one-third, elected; as to one-third, nominated by the Governor; and, as to one-third, nominated by the Divisional or Municipal Council. Women are eligible for the Boards, but teachers in schools or institutions managed by a Board are not eligible. A School Board is to have the power of establishing such schools as may be approved by the Education Department, provided that *all such schools shall be strictly undenominational in character*. It is to be lawful for the first School Board or its successors at any time after the expiry of its first year in office to make school attendance compulsory for all children of European parentage or extraction within its district who have completed their seventh but not their fourteenth year, provided this is done at a meeting specially called for the purpose, and whereat not less than two-thirds of the members are present.

NEW SOUTH WALES.

ROYAL COMMISSION ON SECONDARY EDUCATION.

The long expected second report by Messrs. Knibbs and Turner, the New South Wales Royal Commissioners on Education, dealing with secondary education in the Mother State of Australia, was issued on October 12 at Sydney, and has justified, in the opinion of our correspondent, all the hopes built upon it. The report is, in fact, a wholesome condemnation of the backwardness of New South Wales in the provision of public secondary education, and a stimulating body of suggestions and recommendations in the direction of an enlightened policy for the future. The Commissioners point out that in Sydney, with a population of over 450,000, there are only two public schools, and in the whole of the country districts only two more—the total enrolment in the whole four high schools being below six hundred! They compare this state of things with the town of Detroit in America—about half the size of Sydney—which has three public high schools and thousands of pupils; and with Germany, where every small city has three or four great types of secondary schools. "It is," the Commissioners boldly declare, "no exaggeration to say that in the matter of secondary education we have no place among the nations."

The Commissioners' recommendations include the erection of two new and up-to-date State secondary high schools near Sydney—one for girls and the other for boys. They also urge the building of a high school after the model of the *Oberrealschule* of Germany, or that of one of the latest American high schools. This establishment, Messrs. Knibbs and Turner plead, should be in two blocks to separate the sexes, but with laboratories and workshops common to both, to be used at different times of the day.

The New South Wales Government is hard pushed for money for any purpose just now—the State Treasurer's latest retrenchment scheme aims at cutting down annual expenditure by over £900,000—so will not look with pleasure on these proposals. Public opinion and the Press may, however, compel the Government to carry out the report and make the necessary savings in other directions. The *Sydney Daily Telegraph*,

which has done so much to popularize information concerning the new State School syllabus with its courses in "Civics," and has exposed so successfully the vending of bogus American degrees in Sydney, is bound to throw in the weight of its influence on the side of the secondary educationists. Nowhere in the world is the daily press such a power as in Australia. It made the Carruthers Government now reigning in Sydney, and the Government must obey or be dismissed.

SWITZERLAND.

Whether children should give any, and if so how much, time to the preparation of lessons out of school is a question ceaselessly debated in educational circles. Readers may therefore be glad to have an abstract of the principles adopted by the Synode scolaire cantonal of Berne. 1. In the first school year no tasks are to be done at home; in the second and third years no *written* tasks. 2. In the higher classes of primary schools, in middle schools, and in connexion with religious instruction, no *written* work is to be done at home. An exception is made in favour of composition in the mother tongue when the pupils are above the ordinary school age. 3. When the teaching is in the hands of different masters, they must arrange so that lessons are distributed equally over the days of the week. 4. There must be uniformity throughout the year, and no increase towards the end of it. [As we might put it, no extra work is to be imposed when examinations are approaching.] 5. The amount of home-work exacted should be reduced to a minimum. The domestic claims on a pupil should be taken into account, and physical or intellectual weakness admitted as an excuse for the non-performance of tasks. 6. No preparation may be required for manual work or drawing, or for optional subjects; nor may work be set in the morning to be shown up in the afternoon. Holiday tasks are also inadmissible.

TEACHERS' GUILD NOTES.

[By a resolution of the Council, of June 19, 1884, "The Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but "The Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

MEMBERS of the Teachers' Guild mustered in force on Friday evening, March 17, at Bedford College, W., to hear a lecture from Canon Beeching on "The Spiritual Teaching of Shakespeare." Dr. S. H. Butcher, Chairman of the Council of the Guild, presided and introduced the lecturer. Canon Beeching began by meeting the Puritan objection that Shakespeare, as a playwright, and, worse, as a play-actor, could not be looked to for spiritual teaching. But why do Puritans abhor the drama? Mainly because it represents passions, and passions, on the whole, are immoral. The passion of love is specially prominent in drama, and a corrupt treatment of it culminated in such plays as some of Beaumont and Fletcher's and the Restoration drama, which are now found to be unreadable. Love, however, is not the dominant motive in most of Shakespeare's best plays, such as "Hamlet," "Macbeth," "Lear," and "Coriolanus." It has been urged that Shakespeare was too artistic to have anything to do with spiritual ideas; but true artistic presentation must be an interpretation, not merely a reproduction, of Nature. But what of a *dramatic* poet? In looking for Shakespeare's opinion on spiritual questions we must watch the character of the speaker, and not attribute to the poet all the views put forth by his characters, as is the wont of collections of "Beauties of Shakespeare." Canon Beeching showed how we could get at the poet's own opinions, and quoted the speeches of the Duke at the end of "Measure for Measure," pointing out how they might fairly be taken to express Shakespeare's view. We can, however, get back, in Shakespeare, to something more fundamental than single expressions of opinion. He has told us that the art of the actor is "to hold the mirror up to Nature." How, then, did the world look to him? It appeared to him as a *spiritual* world. His characters are moral creatures, exercising freedom of will. Fate is not prominent in Shakespeare. The spring of action is in a man's own desires, e.g., Banquo shook off the suggestions of the witches, and the dead Hamlet's ghost was powerless to touch the springs of his son's will. Again, Shakespeare's men and women are people with consciences. The tragedy of Hamlet, Brutus, and Macbeth is nothing at all if not a spiritual

tragedy. Hamlet is the tragedy of a brooding intellect, divorced from will. The defect of Brutus is not in will, but in moral judgment. In moral purpose his stature is heroic. In the character of Macbeth an æsthetic appreciation of human life is drawn clearly. Macbeth is a poet, but has not the point of view from which actions are considered as simply right or wrong. In the comedies, of course, there is not the same high type of spiritual teaching, but there is a good deal of such teaching. Malvolio may be compared with Brutus in certain aspects, Jaques with Hamlet. In "Henry V." Nym and Bardolph are both hanged. Falstaff's case is different. We laugh with him as well as at him; but he was disgraced. Women are very prominent in Shakespeare's comedies. Through them the poet gives us his large, sane ethical teaching. They represent the ideal of good living, right thinking, and sound sense as opposed to folly. Isabella, in "Measure for Measure," is the most striking instance of this. Shakespeare's sympathies clearly lie on her side. Canon Beeching concluded his lecture with a reference to the great romances "Winter's Tale," "Cymbeline," and "The Tempest," with their dominant note of forgiveness of injury and reconciliation following on penitence. Mr. J. Newby Hetherington, Chairman of Committee of Section D, London Members, proposed a cordial vote of thanks to the Lecturer, and was seconded by Miss Gavin. The vote was carried by acclamation. Another vote of thanks to the Chairman and to the Principal of Bedford College, proposed by the Rev. H. Wesley Dennis, Vice-Chairman of Council of the Guild, was also passed. The name of Miss C. A. Burns, Hon. Sec. of Section D, on whom fell the main burden of arranging for the meeting, deserves very honorable mention.

MEMBERS of the Guild will have another opportunity of enjoying a lecture from Canon Beeching after the Annual General Meeting of the Guild on May 30. The lecture—title not yet communicated—will be given in the Botanical Theatre, University College, Gower Street, London, W.C. This lecture will stand in the place of the usual Presidential Address, which the Master of University College, Oxford, President for the year, is unable to give.

OBITUARY.

AUGUSTUS AUSTEN-LEIGH.

LAST month we recorded the death of the Provost of King's College, Cambridge, which occurred on February 25, too late for us to add aught to the bare announcement. The death was sudden and unexpected, caused by an attack of angina pectoris, of which there had been no warning; and it came as a shock not only to the college which he had ruled so firmly and lovingly for nearly a quarter of a century, but to the whole University in whose affairs he had for the last ten years taken a leading part.

Augustus Austen-Leigh was born in 1840, a younger son of the Rev. J. E. Austen-Leigh, Vicar of Bray and a grand-nephew of Jane Austen. He was educated at Eton, whence he passed to King's College, being elected successively Scholar and Fellow. Shortly after he was ordained deacon, and for two years was curate at Henley-on-Thames. Returning to college, he was Tutor from 1867 to 1881, an eventful period which witnessed the transformation of King's from a close preserve of Eton to an open college which holds as high a rank at Cambridge as New College does at Oxford. In 1889 he succeeded Dr. Okes as Provost, and for the eight preceding years, in consequence of the failing health of the octogenarian Provost, as Vice-Provost he had virtually been Regent of the college. From 1893 to 1895 he was Vice-Chancellor of the University. In every department of University life he took a keen interest and was, till his death, President of the University Cricket Club. In educational politics he was a liberal and one of the signatories of the Syndicate's Report recommending alternatives for Greek.

Of his personal character Mr. Oscar Browning gives, in the *Cambridge Review*, some characteristic traits. Engaged to be married before the Provostship was vacant, he carefully concealed the fact of his engagement for fear it might influence the mind of the electors. When the college had lost a considerable sum of money by a defaulting solicitor, for which the Provost was only technically responsible, he insisted on refunding the debt in spite of the reluctance of the college to receive it. Mr. Browning well portrays him as "one of the purest and gentlest spirits that ever took a prominent part in University affairs."

SYLLABUS OF GEOGRAPHY LESSONS GIVEN IN A LANCASHIRE VILLAGE.

THE following suggestive syllabus is sent us by the late Head Mistress of a rural high school. The ages of the pupils to whom the lessons were given ranged from eight to sixteen:—

1. *Plan of Schoolroom*: position of windows, door, fireplace, and chief articles of furniture. One window faced E.; three faced S.; hence course of Sun was followed by the drawing down of successive blinds, and the points of compass were drawn on floor.

2. *Plans of large School Garden*: various parts taken separately, especially of the children's plots.

3. *Plan of Village*: (a) the main roads, meeting at the Village Cross; (b) turnings out of above; (c) site of chief landmarks—School, Church, Village Cross, Public Hall, &c.; also several pupils' homes.

4. *Outskirts of Village*, whence some pupils came in to school, and others often visited: (a) the chief roads leading out of the village to neighbouring districts; (b) comparison with the railway cuttings wherever these crossed or coincided.

5. *Bird's-eye View from Church Tower*: (a) view from same; (b) rough plan of chief directions; (c) identification of pupils' homes, village landmarks, and distant places; (d) comparison of views from different sides of the square tower—hills to the S.E., flat plain, declining to the sea on W.; (e) winds—(i.) their force at a height, and on the ground; (ii.) direction, as seen from the fluttering flag on the tower and the curve of the trees.

6. *School Excursions*: walks in neighbourhood by road and field; plan drawn of route; notes made to show rising ground, streams and ditches, clumps of trees, variety of fields (illustrated by sketches); on return, questions asked, including position of Sun, direction of winds, shape of trees, &c.

7. *The Seaside*: being easily accessible, it was frequently visited and well known. Hence map-drawing of coast from Blackpool, N. to Fleetwood, and S. to Southport; extended to Morecambe and Liverpool; further extensions into the Lake districts of N. Lancashire. *Mouths of Rivers*: Lune, Ribble, Mersey. Character of coast—land-slips and fissures; reason for building sea wall, then in course of erection.

8. *County of Lancashire*: Philips' Wall-Map of the County was

hung in a small hall to which pupils had constant access; also the Ordnance Map of the immediate neighbourhood. (a) *Map-reading*, and identification of well known towns and villages (with their relative positions and railway connexions), first on large County Map; indication of school-house, home, church, &c., by means of small flags; neighbouring hills and rivers—traced further afield; cotton mills and towns; coal area; shipping centres. Next, transfer to Ordnance Map—trace out roads, hills, watercourses, &c., on this. (b) *Black-board drawing* of outline, a few salient features being filled in. (c) *Moulding* of the county in plasticine, showing elevations and rivers and important places thereon. (d) *Journeys* to other places in the county—e.g., Manchester, Liverpool, the Lakes, &c.

9. *Northern England*: extension of Lake district—across the Pennine barrier; other districts for coal, shipping, &c.

10. *Journeys to more distant parts of England*—e.g., to London. Route traversed; views; changes of scene.

11. *England*: position and size upon the Globe (Philips') and upon the Map of Europe (Sydow's); connexion and communication with Continent (visit to Paris Exhibition); main physical features, climate, productions.

12. *Outside England*: larger mountains and rivers; children of other lands—their ways, dress, food—hence varieties of climate and productions; exchange and commerce.

AUGUSTA BARE.

ADVANCE !

DESPAIR not, nay ! nor deem forgot
To-day thy hard-won skill,
Because the hand obeyeth not,
As yesterday, the will !

Though strong and stronger flow the tide,
Not every wave can reach
To where its bright forerunner died
In rainbows on the beach.

F. W. BOURDILLON.

FROM GINN & COMPANY'S LIST. THE BLAISDELL PHYSIOLOGIES.

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OCCASIONAL NOTES.

THE Report of the Education Committee of the London County Council fell as a bolt from the blue on the London ratepayer—no *brutum fulmen*, but charged with an increased rate of 4d. in the £. It cannot, however, have surprised either the clergy or the managers of the voluntary schools. The facts are briefly these. Of the 438 non-provided schools in London, 92 are condemned as absolutely unsuitable, and 29 departments of other schools are unsatisfactory. In 342, or 78 per cent., the drains are in a bad condition. Only 64, or under 15 per cent., can be taken over as they stand with few or no alterations. The Report adds that the teaching given under these adverse conditions was highly meritorious.

IT is amusing to note the contradictory comments that the Report has provoked. Let us instance the two extremes. Here, says the *Daily Chronicle*, is the outcome of the London Education Act of 1903, passed by a Tory Government against the wishes of the County Council in order to please the clergy and perpetuate Church schools. The aggrieved ratepayer must blame, not the County Council, but the Government. See, says the *Morning Post*, what an enormous saving the voluntary schools have been to the ratepayer. The County Council sets up an ideal standard of its own, and, with reckless extravagance, condemns every school that falls short of it. If the teaching is pronounced to be sound, imperfect drains and crowded class-rooms without light or ventilation are a minor matter. The vital part of a school is not the building, but the teaching.

LET us attempt to hold the balance. A Liberal Government would certainly never have passed the Act of 1903; but the *Daily Chronicle* would not have us suppose that it would have left the voluntary schools to stew in their own juice, and, had it dealt with them, the cost could not have been less. On the other hand, the *Morning Post* has still to learn Mr. Thring's philosophy of the brick wall. In insanitary schools, without proper light and air and room both for work and play, there cannot be good teaching. All praise to the voluntary teachers who have adorned their Sparta; but the praise of the County Council inspectors is obviously relative to the conditions. It is, at length, manifest that no doles or subsidies will enable the Church to bear "the intolerable burden" that it has laid upon itself. The only sound national system of education is one that is supported by public money and placed under public control. The bill is heavy; but the sooner we make up our minds to pay it the better.

THE resolution of the East Ham Borough Council not to administer the Education Act after June 1, followed up by notices terminating the engagements of teachers, is the most serious of the many educational difficulties that the Government have had to face. Passive resisters may be sent to prison, but when a borough appears *in forma pauperis* it is impossible, even if the Act covered the case, which seems doubtful, to proceed against it by *mandamus*, and clap its councillors in jail. No educational principle is involved, and the final remedy is to be sought in a re-adjustment of rates and areas, matters which lie beyond our province. Meanwhile, the Government will be forced to do something to relieve the intolerable strain which has been brought about by their own *lâches*. If a precedent is wanted, the grant in aid of voluntary schools more than justifies a grant to starving national schools.

THE blue riband of the profession has gone to an outsider, and in our prognostics of the future Head Master of Eton we disregarded the proverb that warns us not to prophesy unless we know. It is an open secret that Mr. Arthur Benson, the only possible candidate who has won distinction outside the school world, might have had the post for the asking; that he was virtually asked and declined. Whether the loss to Eton is more than compensated by the gain to literature we will not seek to determine. If, as in a University college, the choice of a Head had been left to the staff, there is little doubt that they would have elected Mr. Rawlins. Three of the candidates were head masters who had been sometime assistant masters at Eton. It would be invidious to compare their merits, but we may safely say that, had the vote been determined by the testimony of the candidate's staff and scholars, it would have gone to the Head Master of Repton. The election suggests two general observations. It shows, notwithstanding the issue, that the ancient solitary reign of clerical head masters is over. It was an open field, and, had a layman been chosen, it would have excited no surprise. Of the present Eton staff only one in eight is a cleric. On the other hand, the old Eton tradition of endogamy, or breeding in and in, dies hard. It is true that Eton masterhips are no longer confined to King's men, but the candidature for the head mastership was confined to men who had been taught or who had taught at Eton.

CANON LYTTTELTON is a man of independent character, and he has shown the courage of his opinions. The qualities that have most commended him to the public we are not inclined to rank very highly, and what have been counted his defects we regard rather as hopeful signs.

**Canon
Lyttelton.**

On his family connexions and his prowess in the cricket and football field, the press has expatiated at length, not forgetting the part he has taken at Church Congresses. The black balls dropped into his urn have all been inscribed with "faddist." Every reforming head master, from Mulcaster and Lilly down to Arnold and Thring, has suffered the same reproach. To have taken the Cambridge Teaching Diploma is a fad; to have chairmanshiped a democratic body like the Teachers' Guild is a fad, no less than to be a vegetarian and to wear Jaeger clothing. To our way of thinking, to have published a thesis in favour of Latin verse making and to have decried modern languages as soft options are worse fads than any of these. Canon Lyttelton has learnt much, and he has still much to learn, both in the way of science and of discipline. But he has one excellent quality in a head master—tolerance and teachability. If he still maintains the classical tradition of Eton, he will not try to impose its yoke on the Army class or to interfere with the natural growth of modern subjects. Eton is, after all, a peculiar institution, an enclave, as it were, in the system of national education, and, if wisdom comes to it, knowledge will always linger.

THE Humanitarian League have lost no time in approaching the Head Master elect of Eton. They respectfully appeal to him to consider the many protests made during the past few years against the Eton College Beagles. The signatories to the letter include seven Heads of Colleges

**The
Eton Beagles.**

and eight Bishops, Lord Wolseley, Sir J. S. Burdon-Sanderson, Canon Barnett, Sir Edward Fry, and Sir John Gorst, to name only a few of the more famous. The appeal will serve as a touchstone to test the metal of the new Master. Canon Lyttelton, there can be no doubt, is at heart a humanitarian, but it needs unusual courage to attack a time-honoured institution. Public schools have ever been centres of conservatism: they retained cock-fighting long after it had fallen into general disrepute; and Eton is the most conservative of public schools.

THE private school preparing boys for the public schools has hitherto escaped much of the criticism that the public is pouring out upon educational institutions generally.

**Preparatory
Schools
at the Bar.**

But its turn has now come. The report of the committees appointed to interview small boys for admission to the Royal Naval College at Osborne reads almost like an inspector's report on the schools which send up the candidates. Dr. Burge, for example, thinks it well to let it be known that the examiners pay very close attention to the general efficiency of the school from which the candidate comes. Do we understand then that the oral examination consists in cross-questioning the boy upon his school? Surely Dr. Burge's idea is wide of the mark. The duty of the Interview Committee is to decide, so far as possible, whether the candidate will make a good naval officer, and not to criticize his school. Their's to judge the result and not to investigate the process. Mr. Vincent Baddeley suggests that in time it may be possible to issue a list of efficient preparatory schools. Mr. A. C. Benson is amused at the transparent attempts at cramming, and thinks that the only satisfactory way in which boys can be pre-

pared for such an examination is "to teach them thoroughly and sensibly." Would Eton in Mr. Benson's judgment satisfy this test? One and all the examiners applaud the new system and speak of it as a complete success. What is to be feared is that it may degenerate into something akin to the ancient system of pure patronage.

THE long reign of Queen Victoria, showing that a woman can govern wisely and well, seems to be bearing fruit in the increasing willingness of our legislators to admit women to a share in the control of local affairs. A large majority in the House (171 to 21) voted for the second reading of the Bill which would make it possible for women to serve, on the same conditions as men, on County and Borough Councils. The arguments adduced against the Bill were twofold: the permission thus given would be a stepping-stone to the parliamentary franchise; and it was not fitting for women to undergo the unpleasant ordeal of election to a public body. The first objection will be to many an argument in its favour, and will have little force with those who have for thirty years allowed women to sit on School Boards. The second objection is met by the simple statement that the Bill does not make it compulsory upon any woman who prefers the fire-side and the drawing-room to enter the public arena. Prior to the Act of 1902, women were an undoubted source of strength to the School Boards. The present Bill is designed to remove the disability caused by the Act. Mrs. Craigie thinks, or pretends to think, that women can neither "see straight" nor weigh evidence. Let her take heart of grace. When the Bill passes there will still be men enough on the Councils to keep the sympathetic sex in the strait way. It is true that men and women do see differently; men object to have to justify their arguments and to meet those of women. But time will accustom them to the idea; and a future generation will wonder at our intolerance.

THE Clerk of the Privy Council has written to the promoters of a University for Sheffield, intimating that the Committee of the Privy Council have decided to recommend the King to grant a charter incorporating a University in Sheffield. Large sums of money have already been given or promised for endowment, and the City Council have pledged themselves and their successors, so far as they have that power, to allocate to the new University the produce of a penny rate. This sum capitalized would amount to £200,000. The new buildings in which the scattered schools of the University are to be united will be opened in a few months. Sheffield is to be congratulated. Its University College has already won for itself no small reputation. The equipment of the Metallurgical Department of the Technical School is said to be as good as any in the world. Perhaps the most interesting and remarkable feature of the movement is the proof it affords that the business man in Sheffield is convinced of the value of University education applied to industries. For the new University is not to be academic merely in the old sense. In addition to the Arts course, the University will have power to grant degrees in Science, Technology, and Medicine.

IT is not probable, or, at least, as we are informed, it is not provable, that we are provided at starting with less good teeth than our ancestors of, say, a hundred years ago. What is capable of demonstration is the fact that teeth now are apt to decay at an unduly early age; the result, as the

Teeth.

authorities inform us, of the food-stuffs that are now eaten. It may be that, if we habitually ate (and masticated) raw apples, celery, tough beefsteak, and the like, it would ensure us against the interference of the dentist. But, under the conditions as we find them to-day, it is clear that children suffer in many ways, and not merely from the temporary pain of tooth-ache, because their teeth are neglected while they are young. We read of a tooth-brush drill in parts of Germany. This is an example we shall have to follow. But this will not be enough. Medical inspection of children in the elementary schools must be accompanied by dental inspection. In the long run the nation would save by making the care of the teeth an essential part of schooling. Certainly the benevolent public would profit. A case in point can be quoted. A youth who had been educated by a philanthropical society was to be shipped to a colonial farm, and was sent, as a preliminary, to a dentist. Every tooth in his head had to be taken out and an artificial set provided, at the cost, of course, of the subscribers to the society. Expert opinion declared that the calamity was entirely the result of early neglect. The case is by no means, we are informed, exceptional. It is a penny-wise policy that grudges the expense of seeing after the health of children in the elementary schools.

THE reception that the Bishop of Hereford's School Continuation Bill met with from the Government is not a hopeful sign. The Bill, as we explained last year, is of a purely permissive character. It authorizes Local Authorities to start evening schools or classes and to compel the attendance of pupils up to the age of sixteen to the extent of seventy-five hours a year. As Sunday attendances are allowed to count within the limit of a third of the total, this means an hour a day for eight weeks in the year—an extremely modest proposal if compared with what is required in Switzerland. What has the President of the Board of Education to say to it? He allows the Bishop's premisses, enforced by the Archbishop. He regrets with them that on half the pupils who leave our elementary schools their schooling leaves no permanent impression whatsoever; but he cannot support the Bill because "it introduces a principle of compulsion and throws an extra burden on the already overburdened ratepayers." What, then, was his alternative? None, save a promise "to give the Bill his most careful consideration with a view to finding some solution." "Le Marquis s'aviserà."

DR. PERCIVAL could not have expected his Bill to pass its second reading or he would not have urged Clause 4, which allows attendance at a Sunday school to count up to one third of the number of attendances required. However reasonable such a proposal might be, the bishops could only see in it a movement towards the secularization of the Sabbath. If the clergy would sometimes deny themselves the privilege of attending morning service, and would take their walks abroad, where men—and women—most do congregate, they might arrive at the conclusion that for the bulk of the population Sunday is already secularized, whatever that may mean. Sunday schools have lost their influence over the majority of children because they are conducted in such an inefficient way. In secular education we have made progress in the last forty years: Sunday schools remain as they were—the teachers only too often illiterate and untrained; discipline entirely wanting; the children bored or mischievous because their interest is not aroused. To remedy the latter evil a system of bribes has

been introduced. But is there really any sound reason why Sunday schools should not be reformed, and why, on the one day of leisure, a genuine attempt should not be made to teach morals and religion? Why should not history and civics be added? The answer can only be in the negative so long as Sunday schools exist mainly to hear collects and to give rewards.

ALL teachers must welcome an ally like Mr. T. C. Horsfall, whose disinterestedness is beyond suspicion. Last month we noticed his views on religious teaching in schools. Now we have from him a paper read to the Manchester Branch of the Teachers' Guild on "The Representation of Teachers on Education Authorities." He sets down the comparative failure of our school system since 1870 mainly to the disregard of expert opinion. "Our system of school government by untrained inspectors and untrained managers has caused a disastrous loss of time and health in the last thirty-four years, in which, under a better system, vast progress would have been made." Inspectors are now required to have had some practice in teaching, and it is admitted in principle that there should be some representation of teachers on Local Authorities; but this is not enough to satisfy Mr. Horsfall. It is essential that all the chief types of schools in a district should be represented, and, further, that the representative of each type should be in close touch with his constituents, so that he may make known what are the best methods in use and advocate methods for raising all schools to the highest level attainable. Mr. Horsfall clinches his argument by showing how, in Hamburg and in Zürich, such a scheme of co-operation between the municipalities and the teachers has been carried out with the happiest results.

THE *Cornhill Magazine* for April has a striking article on "Compulsory Classics," by An Outsider. Mr. John Collier writes as an onlooker, neither a schoolmaster nor a man of science, one who has nothing to do with education and has had very little of it himself. But, as the article shows, Mr. Collier knows what he is talking about: he was educated, or not educated, at Eton; he has followed closely the Greek controversy. The principle he starts with is that schools exist for the average boy, and out of the mouths of the "Greeks" themselves he shows that, judged by this standard, our public schools are a failure. The average man of the upper classes, who is just the average public-school boy grown up, "seems entirely uninfluenced by the classical culture that he has spent so many years of his school life in acquiring." Dr. James's contention that Greek should be enforced on all alike in order that the *élite* may profit by it is denounced as immoral. Mr. Collier does not mince his words. Dr. Gow's contention that even a smattering of the classics imparts an air of gentility which is lacking to the Modern-Sider provokes the retort: "Oh! these schoolmasters! Whatever else a classical training does, it does not seem to develop a sense of humour, nor does it seem particularly favourable to the logical faculty. To the outsider it seems scarcely ingenuous to get all the clever boys to follow one line of study, and then to point to their cleverness as a proof of the superiority of the study." The article, to be appreciated, must be read as a whole, and we must content ourselves with quoting one delightful anecdote. Prof. Huxley once gave a lecture to the boys of Harrow School. "An eminent classical master was met by a friend as he came away from the lecture. The classicist explained his presence

Teachers
on Education
Authorities.

School
Continuation Bill.

Mon. John Collier
on Compulsory
Classics.

Sunday
Schools.

at the lecture somewhat apologetically with the words: 'I just went to see what this natural science was like. There's nothing in it.'

THE Committee of Council on Education in Scotland has issued an important minute providing for the establishment of Committees for the Training of Teachers.

Training in Scotland.

Four Committees are to be constituted in connexion with the four Scotch Universities, and to these will be paid from and after July 31 the grants for the training of King's Students. It will be the duty of each Committee to provide courses of training, primarily in connexion with the University, but as to this, with the sanction of the Department, they are given full discretion. They may, further, take over any existing training college, with the proviso that its denominational instruction shall be maintained. The Committees are variously constituted, but we may take Edinburgh as a type: University members 5, University colleges 2, School Boards 18, secondary schools 3, co-opted 3, with the Chief Inspector of the district as assessor. The scheme is broad and democratic, and our only doubt is whether the promised subsidy from the general aid grant will meet the certain deficit, if it is effectively carried out. Dover House acts while Whitehall considers, or pretends to be considering, the question of training.

THE medical profession has undertaken to educate the Board of Education. We wish it godspeed. But the task is no light one. The petition signed by some

The Use of Alcohol.

fifteen thousand doctors, urging the Government to secure that true notions about the use of alcohol are taught in the elementary schools, will remain ineffective in its pigeon-hole, unless steps are taken to force the matter persistently upon the Board. It is an undoubted misfortune that any one who attempts to teach abstinence from alcoholic drink should, in the public mind, fall into one of three categories—he is a hypocrite, for he indulges himself; he is a temperance crank who misunderstands the earth's gifts; or he is interested pecuniarily in the sale of some kind of temperance drink. Our medical advisers have much leeway to make up; for it is not so long ago that the action of alcohol upon the human body was misinterpreted and a false doctrine preached. Two prevailing errors can, at any rate, be corrected if the doctors wish. And they have lately met in conference to that end. We are not speaking here of the use of alcohol as a drug in sickness: but of its habitual use by healthy persons. The first common error is that alcohol keeps one warm. This is absolutely disproved by science; though this is not the place to give the technical proof. It is sufficient to say that alcohol, while causing a feeling of warmth on the surface of the skin, in reality lowers the temperature of the body. In the second place it has been proved by experiments in psychological laboratories that alcohol weakens the mental powers in normal conditions. Most people believe the contrary. Dr. Saleeby in the *Academy* for April 1 deals with this matter.

IS the policy of giving secondary education to all comers below cost price economically unsound and indefensible? Such is the question raised in a letter to the *Times* under the signatures of Sir George Bartley and other public men. Their answer, needless to say, is a categorical negative, but to us it does not seem so simple a matter. No education, if we except private tuition, is wholly self-supporting. Secondary education in the United

States is gratuitous; in all European countries it is largely aided either by the State or locally; English public schools benefit by the pious founder, and noblemen and M.P.'s feel no scruple about entering their sons for Eton or Winchester scholarships. It is the lower middle class, the poor professional man and the tradesman, who (as another correspondent puts it) are being ground to powder between the upper and nether millstone of the rich and poor. They have to pay for the free schooling of all below them in the social scale, and of some who are really better off than themselves, and the provision of day schools is lamentably defective. It may be true, as Sir G. Bartley urges, that the new county schools are tending to deplete the cheaper boarding schools, but for the vast majority of those we are contemplating—parents who can claim reduction on the income tax—boarding schools are out of the question, and we have yet to learn that these day pupils are worse taught than the boarders. The *gravamen* of Sir G. Bartley's charge is that private enterprise is being driven out of the field. We should grieve as much as he at the extinction of private schools, but we do not believe it. The more education is democratized the greater will be the demand for "ladies' colleges" and "academies for young gentlemen." Witness America.

A CORRESPONDENT, referring to the qualifications of the officials of the Board of Education, points out that, although the hard-fought battle for the recognition of

"Examiners."

educational experience in the appointment of inspectors has been at last won, the qualifications of the "examiners," junior and senior—the superior officials of the Board—are called "examiners"—still leave much to be desired. On the secondary side there is a plethora of lawyers, with the inevitable result that all the publications of the Board show a legal, rather than an educational, bias. It seems almost incredible that, among the secondary staff at Whitehall, there is scarcely a single official who has any qualifications in science and art; but such, unfortunately, is the case. The Board of Education was excluded from the Government offices which secure their officials through the Civil Service examinations, in order that men of special knowledge and experience might be appointed. It was certainly not the intention of the Government that raw and inexperienced youths, fresh from the University, should enter the Civil Service through a back door.

BEDFORD COLLEGE FOR WOMEN celebrated its jubilee six years ago. It has justified its claim to public support by continuously widening and deepening its

The Claims of Bedford College.

educational work, particularly that of training teachers. The lease of the premises now occupied is approaching its term and the landlord declines to sell the freehold. To enlarge the College on its present site is, therefore, inexpedient. A new site has been found, and, so soon as the necessary funds are provided, it is proposed to build a new college to accommodate double the number of present students. Land is not cheap near London, and the sum of £150,000 is required for site and building, i.e., about £300 capital expenditure per student. This does not seem an extravagant estimate. In addition, as the fees paid by students together with the Treasury grant fall short, as is inevitable, of the cost of maintenance, a sum of £100,000 is asked for as endowment. Bedford College is a school of the University of London. Its claims are endorsed by the Senate. They will, we feel very sure, be further endorsed by the public. We prefer in England to pay our money for

such objects in the form of voluntary subscriptions rather than under the head of taxation. Not many of our readers are millionaires, and the appeal for funds is better made in other quarters; but our readers are interested in the higher education of women, and we offer for what it is worth our cordial approval.

"LIBEL Action against a Head Master" is a telling headline for a newspaper, and more notice has been taken of the case *Blind v. Spenser* than it seems to merit. The facts are simple. A youth who had just left University College School wrote a letter to the *Morning Post* reflecting on the school authorities with regard to the school cadet corps. Dr. Spenser asked the plaintiff to come and see him, an offer which the plaintiff declined, requiring, instead, a public reply, with needful precision, to his letter in the press. To this Dr. Spenser replied, characterizing Mr. Blind's conduct as unworthy of any one professing to be a friend of the school and a gentleman, and posted the letter on the school notice board. Mr. Justice Lawrence held that the occasion was privileged, and the jury found there was no malice and that the way of bringing the matter before the boys' notice was reasonable. That Dr. Spenser was fully justified in forbidding the boy to enter the school premises is obvious; but we think it would have been wiser to have taken no further notice of the "cheek" of an emancipated schoolboy.

LOCAL AUTHORITIES.

Scholarships in Middlesex. THE Middlesex County Council has now issued its revised scholarship scheme. All candidates, as before, will undergo a paper examination in the ordinary subjects. Those who are reported by the examiner as being up to scholarship standard, or, in the words of the report, "who have reached a degree of attainment which justifies their transfer to, or retention in, secondary schools," will be further examined orally by a Committee. This Committee will consist of an examiner appointed by the Authority, a head master and head mistress of elementary schools, and a head master or head mistress of a secondary school. The oral examination will be designed to test candidates in reading, in mental arithmetic, and in general intelligence. The Committee will arrange the children in three classes—good, fair, and unsuitable. With the results of the double examination before them, the Education Committee will make the final award. There are fourteen scholarships for boys and seven for girls. These cover the cost of school fees, together with a maintenance allowance varying from £6 to £10. In addition, there are thirty exhibitions for boys and fifteen for girls, covering school fees only. The pupil-teacher scholarship system is kept quite distinct. There will be twenty-five for boys and seventy-five for girls. In all the scholarships each Parliamentary division has its due proportion assigned; but, failing a candidate of suitable ability, the scholarship will be awarded irrespective of locality.

L.O.C. Scholarships. PREPARATIONS are being rapidly pushed forward for the huge examination for the London County Council Junior Scholarships. Over twenty thousand candidates are expected to compete. These will have been nominated in the first instance by the heads of elementary schools. They will then be examined on paper in arithmetic and English composition. To carry out this task, Dr. Foat, assistant master at the City of London School, has been appointed chief examiner, with twenty assistant examiners under him, whose marks he will be required to coordinate. The results will be presented by Dr. Foat to the Board of Examiners. This Board consists of three officials—Dr. Garnett, Mr. Blair, and Dr. Kimmins, four representatives of London schools, and two of the examiners in addition to Dr. Foat. The Board will also have before it reports on candidates from the Committees, one for boys and one for girls, in each electoral division. Further, there will be the school reports based on the school examination and the head teacher's opinion of each candidate. Several important questions present themselves: Will cramming be prevented by the limitation of the paper examination to two subjects? On what grounds will the Local Committees make their recommendations? In what sense will

the phrase "deserving candidate" be understood? Can the Board adjudicate on such an enormous number of candidates except in a purely mechanical way? Time and experience alone can answer these questions.

11½d. in Surrey. THE rumour that the elementary education rate in Surrey was likely to reach 1s. caused some perturbation in the county, and the Chairman (Mr. Halsey) thought it expedient to summon a conference to hear the defence of the Education Committee. The attendance was not large, and no real attempt was made to prove that the Committee had been extravagant. One protestor was shocked to find the son of his coachman studying Euclid. Of course, it is cheaper to teach Euclid than gardening. On the whole, the conference went to show that Surrey is not really dissatisfied with the work of the Committee, though it is naturally the proper thing to be amazed at a shilling rate. Mr. Chapman, Chairman of the Education Committee, explained that the rate would be 11½d.; that 1½d. was for the purpose of providing a working capital; that the expenses connected with the training of teachers had been, so far as possible, assigned to higher education; that the rise in the rate was to provide twelve new schools with some ninety teachers; that cookery, manual instruction, medical inspection, and physical training were all necessary and all cost money. Furthermore, the voluntary schools in Surrey were understated and underpaid. We fear the ratepayers must make up their minds to a still higher rate in the future; but they will get the due return for their expenditure in time. Surrey also raises 1½d. for higher education; but this fact has apparently been overlooked by the cavillers.

The 2d. Limit for Higher Education. A DOUBTFUL clause in the Education Act has been interpreted by the Local Government Board to mean that any increase in the 2d. rate for higher education must be justified and must be definite. They will not give permission in general terms for an increased rate; but will only sanction an increase of a definite amount after full justification for the proposed expenditure has been adduced. The point has arisen in reply to a question from the Cheshire Education Committee. The Board think that due regard must be paid to the ratepayer; and that before an increased rate is sanctioned a local inquiry should take place. Due notice of this inquiry should be circulated in the county, and a full statement should be prepared showing in detail how the funds at present available for higher education are being spent; what is the need for further outlay, and exactly how much money is to be spent and how it is proposed to spend it. The Board thinks that the existing rate, together with the money provided by the Central Authority, should prove sufficient to cover the cost of the gradual development of secondary education. But it is not clear that the Board realize that the increase asked for is probably to cover the expenses in connexion with the training of teachers. In this direction there must be a very large increase of expenditure, unless the Treasury shall be convinced that these charges ought to be national and not local.

Secondary Schools in London. THE London Education Committee report that there is immediate need for increased provision of secondary schools in London, especially for girls. In the report, private-venture schools are practically ignored. It is merely stated that there are many private schools as to the efficiency of which little is known, and that there are no figures to show what number of pupils they provide for. Private schools are to blame for this. Had they sought Government inspection, they could not have been altogether ignored. And, indeed, the London Committee, however much they would prefer to have all schools organized under their regulations, will not be able to clear the field entirely of private schools. It will be wiser to make an inquiry, and to recognize those that are efficient and are willing to work in accordance with the county scheme. Another class of children—those attending schools at the seaside or in the country—cannot be accurately estimated; so that the figures given are incomplete. The Committee report that there are eighty-eight secondary schools for boys and girls within the county. These are attended by some 30,000 pupils, of whom 2,000 are Council's scholars. It is estimated that provision ought to be made for 55,000 pupils. The cost of the new schools will fall mainly on the Council. Unless immediate preparations are made there will be a difficulty in finding places for the Council's scholars in September next. One private school has offered to hand itself over without condition to the Council. This offer is recommended for adoption. No doubt more schools will follow this example; but the proprietor or head teacher must run the risk of dismissal in the future—an undoubted hardship.

Northants and the Board. THE Northamptonshire Education Committee has raised a pretty hornet's nest about its ears. It seems that the managers of the Marston St. Lawrence school have been accustomed to allow the children to go to church on certain occasions. This action aroused the protest of the

Education Committee; but the managers, relying on Circular 512, continued the practice, but ordered one teacher to remain in the school to look after those children who did not go to church. Correspondence was of course proceeding vigorously between the Committee and the managers. Suddenly, however, the Committee broke off the correspondence, sent down an inspector, who declared the school closed, transferred the teachers to other places, and instructed the children to attend a school about a mile away. It passes comprehension how the Committee could for one moment hold such action to be legal. They have no power under the Act to close a school, but only, on due cause proved, to refuse to maintain the school. They have no power to transfer teachers appointed by the managers without the consent of the managers. They have put themselves in the wrong, and, by order of the Board of Education, the school has been re-opened and the teachers brought back. The action is greatly to be regretted, because it gives an opportunity to the advocates of denominational education to talk of the intolerance of the Local Authorities. This opportunity will be made the most of by the religious papers. The County has quite sufficient legal power without going beyond the Act.

SOME CHILDREN'S IDEAS OF AN IDEAL SCHOOL.

STEVENSON said somewhere that every book is, in an intimate sense, a circular letter to the friends of him who writes it. And, if this be true of the work of fully developed and mature minds, it is immeasurably truer of the simple self-revealing attempts at composition of children. Much, no doubt, can be learnt from them and of them in oral work; but in some cases where sensitiveness and reticence are early developed more can often be discovered from written work, provided, of course, that the subject chosen is one in which the children are keenly interested. It is wise, therefore, for the teacher, whenever possible, to leave the choice of subject to the class.

A lesson on the life of Sir Thomas More was very naturally the means of calling forth the eager suggestion that the next subject for composition should be "An Ideal School." At eleven years of age school is naturally a subject of absorbing interest, but for all to write about the same would be distinctly dull, whereas an ideal school suggests delightful possibilities and allows the imagination unlimited scope.

Locality was treated of first by all, and here it should be said that the school to which the children belong is in a large manufacturing town. Nineteen out of the twenty children chose the country! The twentieth considered "a pleasant suburb" (*sic*) a good situation, and explained afterwards that she thought in that case the benefit of visits to art galleries and museums would not be lost. Her school, however, was to be "near a river where a great many flowers grew, so that the pupils could study botany." The river in her own town is jet black, and wild flowers are rare indeed!

The next shows plainly the influence of the geography lessons. "It should be in a beautiful valley between ranges of hills and looking westward, between the hills might be seen the beautiful blue of the Mediterranean Sea." "How difficult it is to do lessons when one is not well," she adds, "but under that beautiful Italian sky, no one could but feel well!"

"My school," says another, "should be of white marble so that the sun would glitter upon it," and one or two others are of the same opinion, showing, no doubt, a reaction from the dull red brick to which their eyes are accustomed, and a recollection of the buildings of Italy, of which they have been told.

The difficulty of ventilating her own class-room calls forth the decidedly cutting criticism from another, that "the rooms should be heated by fires, and the windows should open at the top."

"The lessons should be those that you get in high schools." All are agreed that the subjects taught in an ideal school should be those that they themselves learn. One girl, however, would leave out French, and the same girl would reduce school hours in the morning by two hours! Another makes the pertinent suggestion that "for natural history *live* things should be shown."

Regarding punishments there is a consensus of opinion. All

agree that it would be extremely desirable to be able to do without them, but the majority consider them necessary and are extremely severe in their strictures. "Talking in class" is to be punished by leaving the delinquent alone for three days; for disobedience, a girl must be sent away from the school; and loitering on the way to school must be severely punished. The amusing thing is that each condemns the special fault for which she has been punished in time past.

The teachers receive a fair amount of criticism. They should be "young and as pleasant as could be found," "excellent in their methods of teaching," "kind and patient," and evidently ready to devote their whole lives to their pupils. One goes so far as to say: "Our teacher shall be our mother, and shall be with us always."

Children of eleven are perhaps too young to recognize that, after all, the idealism of a school depends to a great extent upon themselves. There are few suggestions made with regard to the pupils, and those that are given are directed to their appearance rather than to their manners and morals. They should be "pretty and dainty," "dressed in white in summer," "have clean clothes and wear gloves" (here a slight confusion between an ideal and a charity school seems to have crept in).

It is extremely entertaining to notice that there is a decidedly hopeful view taken concerning the progress of education. Many conclude by expressing the pious wish that *their children* may go to such a school as they have described.

THE COMPARATIVE VALUE OF HOME AND CLASS WORK.

(Continued from page 300.)

THE question of the value of isolated work as compared with class work having been solved in favour of the latter, it remained to carry the investigations into the more complicated problem of home work proper. Without the preceding experiments most teachers would undoubtedly have been inclined to account for the inferior quality of home work by the disturbances occurring in the home, or from the fact that the child worked without help. It was therefore necessary to inquire carefully and minutely into the circumstances under which the children worked and to compare work done amid disturbances at home with work carried out under the usual disturbances in class.

The first strictly controlled comparison of school and home work was carried out by Dr. Fr. Schmidt in Würzburg. His first care was to discover the general influence of home surroundings on the work of the child. He found that, as a rule, the work of the younger children only was controlled by the parents, and that the conditions of the home proved unfavourable in the great majority of cases.

To facilitate comparison, the children were given exercises of the same difficulty and length as those done at school. A comparison of the work done at home with that done in class showed a far greater number of mistakes in the home work, the numbers being as follows:—

Missing words in home work, 54; in class work, 30.

Missing letters in home work, 68; in class work, 34.

Superfluous words in home work, 8; in class work, 11.

Superfluous letters in home work, 10; in class work, 11.

The psychological reasons for the difference in these numbers are: the irregular work, uneven concentration, numerous disturbances in home work, and a more than normal concentration and over-zealousness in class. The results arrived at show that home work is decidedly poorer in quality than class work, and this applies not only to such exercises as mechanical copying, but to arithmetic, and, strange to say, even to composition. In the latter work, however, the best results were obtained by children who were able to work alone and undisturbed. All work requiring the aid of the imagination is done better in solitude than in company.

With regard to the influence of the time of day in which the work is done, Prof. Meumann makes some interesting discoveries. The hour from 5 to 6, he says, is the favourite one of most pupils for home work; then follow those from 6 to 7, 7 to 8, 1 to 2, 8 to 9, 9 to 10. Some of the best average work was done from 1 to 2 (after lunch), but special experi-

ments in time proved that the best work was done from 6 to 7, then from 5 to 6, and lastly from 1 to 2. The hour from 1 to 2, which appeared to have been very favourable for mechanical work, proved bad for composition, which was done better in the hours between 5 and 8. Work done between 7 and 8 was below the average in value, whereas all work done between 6 and 7 reached the highest standard, while that done between 8 and 9 sank to the lowest. Prof. Meumann was astonished to find that tasks carried out between 9 and 10 showed good results, in some cases above the average value. He gives as an explanation that not only are the children refreshed by supper, but that among them, as among grown-up persons, there are typical "night-workers." It is not known whether these children are especially inclined to nervousness.

In endeavouring to give a psychological explanation of the results, Prof. Meumann finds the mental disposition of the pupil is not the same at home as in class. This may be easily seen both by the quality and quantity of the work, as well as by the various kinds of mistakes occurring in it. The self-control of the pupil is better in class than at home, where the attention is not sufficiently concentrated, and the work often suffers from want of timely help. Added to this, the pupil shows greater indifference to his work at home; at school it is done more conscientiously.

But it is impossible, Prof. Meumann thinks, that these circumstances alone can suffice to account for the great difference in the work; there must be other hidden causes, and these he seeks in an elementary law of will. The will, he says, always adapts itself to the work demanded of a person, both as regards quality and quantity of that work, according to the speed at which a person works and to the intensity of the exertion. In an effort of will we are always dimly conscious of the outward circumstances of the work and of the importance of the object aimed at, while the entire inner disposition of the will changes automatically with outward circumstances and the work expected of us, without our becoming conscious of the fact. He demonstrates the truth of this law by many interesting examples of psychological experiments, and gives us the reason of a fact we are all acquainted with, viz., that the *less* time we have, the *more* we do. This elementary law of will also explains the results of holiday work, which were found to be less favourable than term work.

Thus the strange fact is explained that, on being urged to work *quickly* by the parents, the *quality* of the work also increases in value, for the desire to work quickly produces a greater exertion of the will, which reacts on the quality of the work. In class and under supervision of a teacher the effort of will is greater than at home, and as long as the result of the work depends primarily on this effort class work will be better in quality than home work.

On questioning the children as to their preference for home or class work, Prof. Meumann was struck with the answers and the way they were given, showing, as they did, that normal and healthy children fight shy of isolated work and like class work. This is in accordance with the gregarious habits of children: they desire encouragement from their comrades and they need it. These observations were found to hold good also in measuring the physical strength of children by the dynamometer. In company of other children they displayed greater strength than in isolated exercises. It is found, therefore, that "the will of a child rises to its normally highest level when the individual works in company with fellow-pupils striving for the same object, and not in isolation." If these observations are correct, it is not from any didactic motive that home work is to be considered as of little value, but because it is not in accordance with child nature.

As regards the disturbances occurring in the home, it has been found, both by experience and experiment, that, in as far as they occur with a certain regularity and are not actual distractions, they not unfrequently tend to increase the quality of the work, by stimulating to greater concentration. Modern man has learnt to do brain-work amid the bustle and roar of cities, in factories, and even in railway trains, and children accustom themselves with astonishing rapidity to perform their tasks in bad air and poor light, in a cramped position, and in some remote corner of the home. It is well they should learn to adapt themselves to circumstances, but the question is, how does the child suffer indirectly from such conditions? In many cases the effort to overcome difficulties may entail serious

mental fatigue; the strain on the eyes and other parts of the body may be such as to lay the foundation for future disease.

Regarding the question from a pedagogical point of view, Prof. Meumann comes to the conclusion that, although class work by no means represents the ideal of education, it has proved to be the best means of instruction under our present social conditions, and is by necessity adopted by the great majority of people. To have proved and confirmed this is the great merit of the experiments.

School work must be preferred to home work, but there are exceptions. Home work ceases to be unimportant, as the work of the child takes a more individual and independent character, bearing the mark of personality, and the more the higher mental qualities, as imagination and judgment, are taxed. Composition (essays), geometrical problems, drawing, and modelling may be done at home, whereas all mechanical work and written arithmetic should be done in school hours. The value of home work increases with the age of the pupil. Prof. Meumann puts the age at which it can be considered as a valuable complement to school work at twelve or thirteen. The Zürich schools have for years shown excellent results without the aid of home work for pupils under the age of thirteen. At this age, however, it acquires not only a didactic, but also a moral value, developing and confirming the habit of self-dependence. But even here it can only be considered as of real importance when the child is actually ripe enough to understand the moral motive of his work. When home work is given this should be done at rare intervals; as soon as it becomes a habit, the child's interest in it is apt to decrease. Great importance should be attached to the time of day in which the work is done, the hours from 8 to 10 p.m. being strictly avoided.

Although the idea of the great importance of home work has disappeared, there is still much diversity of opinion concerning its value among practical pedagogues. Many teachers utterly discard it, while others consider it very necessary as a means of strengthening and grounding the knowledge acquired in class. In both cases there is an entire want of scientific, more especially psychological, reasons for these opinions. What weighs most in the balance against home work is, according to Prof. Meumann, not the disturbances in the home, nor the hindrances of the surroundings, so easily conquered by the splendid elasticity of childhood, but rather the entire intellectual, moral, and mental conditions of the child left to its own resources and deprived of the society of fellow-workers.

COLONIAL AND FOREIGN NOTES.

UNITED STATES.

A few months ago we had a note on the question whether teachers

Notable Liberty.

should be paid when absent from their duties. Some discussion on the subject having arisen in Chicago, the Board of Education there has made the following addition to its by-laws:—"That on the death of a teacher a delegation of three teachers of the same school, including the principal, may be permitted to attend the funeral during school hours, without loss of salary." This will probably form a sort of *lo us classiques* on the subject of the liberality of school authorities towards teachers.

But the Chicago Board of Education has also weightier matters to

Child Wives.

determine. Superintendent Boline lately reported to it the presence in its district of a number of married women who were still within the purview of the compulsory education law of Illinois. In one Italian tenement house more than a score of wives under the age of fourteen had been found. The Board does not consider that child wives should be put in the same classes as unmarried school-girls. Accordingly a special school, or at least special rooms, will probably be arranged for them.

The Secretary of Columbia University has made an important announcement in regard to the educational policy of that institution. Candidates for the degree of Bachelor of Science will not hereafter be required to offer any ancient language at entrance or to pursue the study of any ancient language while in college.

Dr. David Murray, an American educator of note, who must be well known in England if only through his "Japan" in the "Story of the Nations" series, died at the town of New Brunswick, New Jersey, on March 6, after a long illness. He was born in Bovina, Delaware County, New York, in

1830, his parents being natives of Scotland. Graduating at Union College, in the class of 1852, he immediately entered the teaching profession, and was Principal of the Albany Academy from 1857 to 1862. In that year he became Professor of Mathematics and Astronomy in Rutgers College, where he remained until 1873. In 1872 the Japanese special embassy which visited Europe and the United States invited Dr. Murray to become Adviser to the Imperial Minister of Education, and he occupied that delicate and responsible post for six years, framing more than any other one person the modern educational system of the empire. He visited the Centennial Exhibition at Philadelphia in order to collect materials for the educational museum of Japan, and upon his permanent return to the United States in 1879 the Mikado decorated him with the Order of the Rising Sun. For ten years after he left the Far East he was Secretary to the Board of Regents of the University of the State of New York. Ill-health then compelled him to resign, but in 1897 he was able to lecture at Johns Hopkins University upon the history of education in Japan. Dr. Murray was a trustee of Union College, of Rutgers College, and of the Albany Academy, and had received the degree of Doctor of Laws from both the colleges which he served as trustee.

FRANCE.

M. Förfer, Inspecteur d'Académie, deplors the great irregularity in attending school that is observable throughout certain parts of the department of Aisne, the children being occupied for part of the year in field work. He has a suggestion to make. Why, he asks, should not agricultural labour be subjected to the same rules as work in manufactories? There is an age limit below which a child may not be employed in a factory. The same principle might be applied to employment of all sorts. If physical hygiene requires that infants should be kept out of the workshop, moral and intellectual hygiene demands that they should be drawn into the school even from healthy occupations pursued in the fresh air. Compulsory education is as necessary in the country as in towns, and is more easily enforced there than in crowded urban communities.

It is, however, the hygiene of the body on which French school-men are disposed at present to lay most stress. And, indeed, the subject is one to which France may well give consideration. If the laws of sanitation

are not scrupulously observed in some English schools, they are still less respected in French. Now, under the impulse of various Commissions, the responsible authority is being admonished to put the scholastic house in order. The *écoles maternelles*, in particular, have had a circular to themselves, enjoining a remedy of *installations défectueuses*. Moreover, a "League of Doctors and Families" has been formed to promote scholastic hygiene. It will hold its second Congress at Paris during the Whitsuntide holidays this year. The programme of topics for discussion at the meeting will serve to show the matters that engage the attention of the society: (1) the medical inspection of primary schools; (2) the education of families in scholastic hygiene; (3) holidays; (4) tuberculosis and teachers; (5) the overloading of time-tables. In return for a subscription of 5 francs you may express your opinion on any of these subjects. All of them are interesting and proper to be discussed. We concede it, as we have already conceded, that something remains to be done in English, and more in French, schools. Yet we will not withhold our opinion that of all those who concern themselves with the business of the school the hygienists are least remarkable for sobriety of judgment. Perhaps, however, in France the solid common sense of the "Families" may temper the reforming zeal of the "doctors," and so bring about recommendations practicable, really useful, and not likely to be disturbed by the next Congress that meets.

GERMANY.

Is our science teaching in a satisfactory state? We know that half a dozen large schools point with pride to the honours that their pupils have won in science examinations. But we know also of schools in which the science teaching consists of two hours of chemistry given to special forms by an untrained man. Even where most is done, is enough done for all? The secondary school should aim at supplying a course of instruction not "complete in itself"—that is an absurdity—but having a certain symmetry and adaptation to the general business of life or living. No obligation rests on it, we, at least, need hardly say, to produce chemists or opticians; but part of its task is to induce the scientific habit of thought and to cultivate the powers of observation. Some sort of true science teaching it should provide for all comers, as well as special training for those of special aptitudes. We doubt whether we could say of our secondary schools in general that they satisfactorily discharge their duty in this respect.

But, whatever we may think, hostile critics of the English secondary school are for ever railing at the inefficiency of its science teaching. And those who treat of the matter use the constant formula, "Look at

Germany!" We decided to take the advice. We set ourselves to ascertain exactly what is being done in Germany with regard to science teaching. Choosing a town of moderate size, mainly, but not wholly, industrial—Mainz-on-the-Rhine—we inquired what of science was taught there in the various secondary establishments. Thanking our correspondent for the information that he supplies, we hand it on to our readers.

Let us give first the scheme for the *Gymnasium*, or classical school. Science teaching, we are told, is understood as comprising instruction in "natural history" and in physics. In the lower classes, VI. to IV., the object pursued is not the systematic inculcation of formal knowledge, but the training of the faculties of observation (*Ausbildung der Anschauung*). Genus or species is studied through a few principal representatives. The ground is laid for a loving and intelligent converse with Nature. When Class III. is reached, the boys take up the outlines of zoology, in connexion with the anatomy and physiology of man; also, the outlines of botany: whilst what they have learned in the lower classes is revised and systematized. In the second half-year of Upper III. and in Lower II. a preparatory course of physics occupies attention. It comprehends elementary mechanics, the most important parts of heat, magnetism, and electricity, the chief chemical phenomena, a discussion of the most remarkable minerals and the simplest crystals, and easy chapters of acoustics and optics. In Upper II. the subjects of study are heat, magnetism, and electricity; whilst the ideas of chemistry and mineralogy previously gained are now widened and deepened. In Class I. mechanics, acoustics, and optics are treated with more thoroughness than before. With these two highest classes, Upper II. and I., the aim is not only to systematize and extend knowledge already gained, but also and still more to awake interest in groups of phenomena and to promote the examination of them in a way likely to make the student familiar with scientific methods and inductive reasoning.

Our readers will observe that, whereas in some English public schools chemistry forms the sole matter of instruction, at Mainz in the classical school it plays a subordinate part. They may have found "natural history" a stumbling-block. What Germans understand by *Naturgeschichte* will become plain from the scheme that we next reproduce. It is that for the *Oberrealschule*, or higher modern school, which, being Latinless, can devote more time to "modern" subjects. In such a school, as it is remarked, instruction in natural science must convey to the pupil a certain amount of positive knowledge, awaken and keep alive in him a delight in Nature, and teach him to observe and to turn his observations intellectually to account. The teaching falls under three headings.

(a) Natural History.—The object is to instil a knowledge of the principal forms of plant and animal life, and especially of the flora and fauna of Germany; to make the learner acquainted with characteristics and with the systems of classification based thereon; to inform him as to the main organs in plants, men, and other animals, and as to the functions of these organs; and to give him a general view of the more important kinds of minerals and rocks. In all teaching the starting-point is observation (*Anschauung*). The matter of instruction is distributed over the various classes as follows: In Class VI. the boys exercise their powers of observation and discrimination upon a few typical representatives of the plant and animal world. Reaching Class V., they add other representatives and classify old and new into groups. Classes IV. and III. study the plant and animal world in synopsis; also, the more important parts of anatomy and physiology. In Classes II.B and II.A mineralogy is taken up in connexion with chemistry, the chief rocks and their stratification being carefully examined. "Natural History" falls out in Class I.

(b) Physics.—The object is to make the pupil familiar with the most important physical phenomena and the laws thereof, with particular regard to practical applications. Instruction begins in III.A. During the year spent in that class and during the following year—that in II.B—the teaching rests entirely on observation. Physical phenomena are observed in the processes of Nature, or shown by experiment; the laws are inferred from the phenomena: then attention is directed to the causes, to *forces*. In II.A deduction is added to induction; but experiment is not deposed from its place. A text-book is now introduced. The distribution of matter is as follows: In Class III.A the general properties of solids are considered. A little mechanics (enough to make later instruction intelligible) is treated experimentally; and a little heat studied, also through experiments. II.B goes through a preparatory course in magnetism, electricity, acoustics, and optics. The work of II.A is heat, magnetism, and electricity (as we have said, now with text-book). I.B reads mechanics (including the theory of heat and the principles of undulation) and acoustics; I.A studies optics and does revision exercises from the whole course of science teaching.

(c) Chemistry.—The object of the teaching is to communicate an elementary understanding of chemical processes. Preliminary instruction is given in II.B. The metalloids occupy II.A. In I.B the metals are the matter of study; in I.A the more important chapters of organic

chemistry. Both the classes last mentioned have laboratory work, if only out of school hours.

What is done in Mainz is done in all Hessian towns possessing these two higher schools—*Gymnasium* and *Oberrealschule*.

Time.

Leaving our readers to make the comparison with English science-teaching for themselves, we turn to anticipate a question that will suggest itself at once and show, in tabular form, the *time* (number of hours per week for a school year) that is allowed for these extensive studies, confining ourselves to the *Oberrealschule*, as more instructive.

	VI.	V.	IV.	III.B.	III.A.	II.B.	II.A.
"Natural History".....	2	2	2	2	2	—	—
Chemistry and Mineralogy	—	—	—	—	—	3	3
Physics.....	—	—	—	—	—	2	2

I.A. and I.B. alike have three hours a week for physics, and three hours for chemistry, with two extra hours (not compulsory) for laboratory work. It is noteworthy that chemistry here forms, as it were, the crown of the edifice of instruction.

The design of this note is not to furnish a model for imitation, but to suggest to English schools matter for consideration.

A part of Education not to be neglected. Are they doing justice to the powers of observation? We are not minded to disparage the literary element in education. Much nonsense has been talked about "putting the book out of office." The nations that dispense with books in their schools are those which dispense with education altogether, and, indeed, with clothes on their backs. Yet the fact remains: that things are the primary, books only a secondary, source of inspiration for the mind. Lowell says:

"This learning won by loving looks I hived
As sweeter lore than all from books derived."

That was the education of a poet; but it is proper for the ordinary man, too, that he should be trained to observe and, in some sort, educated by observing. Properly understood, *observation is the key to book-lore*. Scientific and literary education are not hostile, but complementary, to each other. As for the science teaching that seeks to dismiss its recipients from the school with a bread-winning attainment of scientific knowledge, we confess that we like it not. Those who read our note carefully will see that the Germans will hear nought of it either—that their science teaching is broad, general, and educative, not concentrated upon some single, financially remunerative study. Let this be clearly understood. If our schools abandon the attempt to educate, and send for typewriting machines, they are acting not in the spirit of our great commercial rivals, but *directly in opposition to it*.

NOVA SCOTIA.

The report of the Superintendent of Education just received deals with the year that ended July 31, 1904. It tells of things to be regretted as well as of things to be rejoiced at. The colony is divided into 1,817 school sections, of which 240 were without a school in 1904, as against 179 in 1903, so that there was a loss of 61 schools. We are told the reason of the decline. It was mainly due to the feeling among teachers that rural School Boards were not dealing fairly with them; for, while the wages of even unskilled labourers and the cost of living had been advancing for many years, there had been no corresponding advance in teachers' salaries. Hence some of the older teachers were found to be giving up their schools for more remunerative employments, and others—these often the most highly trained—to be seeking appointments in the North-West Territory of the Dominion. In Nova Scotia the average payment to men teachers ranges from 196 dollars for those in the lowest class to 897 dollars for those in the highest; women in the lowest class receive, on an average, 177 dollars, those in the highest 533 dollars. The natural consequence of low salaries follows. Men look for educational work elsewhere, or for other work; and the schools fall chiefly into the hands of women. There were, during the year in question, 2,053 women teachers to 388 men.

We look next at a brighter feature. The number of school gardens set forth in the returns increased from 52 to 79. Especially at Middleton, in connexion with the consolidated school, and in some of the school sections about Truro, model school gardens have been organized under the stimulus of Sir William Macdonald. Believing in the garden as an instrument of education, we call attention to the account, given by the Principal of the school, of what is being done at Middleton:—"The garden in connexion with the Macdonald Consolidated School of Middleton has an area of one and one-eighth acres. This area is sufficient for this school with its enrolment of approximately four hundred. About one half of the whole space is divided into gardens for individual pupils, size 4 feet by 12 feet, with convenient walks between. The pupils from Grade IV. to Grade X., inclusive, are allowed some latitude as to their choice of what they shall plant in the gardens. As a result of this, nearly everything useful is grown. The pupils are required to prepare, plant, and care for their own gardens throughout the season. At

the end of the season they are expected to give a report of the work done. The report is prepared from notes taken during the season's operations. The pupils are allowed to dispose of their crops by permission of the Principal. The portion not devoted to individual plots is used for growing plants on a large scale—principally experimentally, with a view of ascertaining the relative value of farm crops, the possibility of increasing the yield under different conditions, also the effects of clover and other crops in respect to its mechanical condition and increased fertility. During the summer of 1904, cabbages, tomatoes, squashes, corn, potatoes, and clover were experimented with. The results in each case were satisfactory, exceeding expectations. In addition to the foregoing, a border 2 feet wide, extending along one side of the garden for eighteen rods, was devoted to growing flowers of various kinds. This was largely in charge of teachers with their primary grades. The garden is used very largely for Nature-study work, beginning in March with a hot bed. Plants especially are studied from germination to fruiting. The school garden work, as it bears not only on botany, but arithmetic, language, &c., is made both educational and vocational, and is one of the educative manual training departments of the school."

Leaving the gardens, we observe with satisfaction that the formation

Drill.

of military cadet corps is increasing among the more progressive Superior Schools. Even where there is no corps, physical exercise and military drill are not neglected. The regulations lay down that physical exercise should be given for a few minutes in the middle of every session over one hour in length. Moreover, teachers are required to make themselves acquainted with the system of military drill, at least as far as "squad drill." As so many of the schools are taught by women, women must also give instruction in drill. "This," the Report quaintly observes, "has no tendency to promote objectionable 'militarism.'" No; we could conceive it as having a very different effect. We should advise our colonists to pay better salaries and so keep men to control the warlike exercises of their youth.

Apart from the lack of men teachers the general situation is hopeful.

General Progress.

New school buildings of improved design and equipment are being opened in every quarter of the province, manual training is being developed, and school libraries increase in number. Above all, interest in education is being diffused, and "the young are being inspired with the higher ideas necessary to make them good and useful citizens of the province and our world-wide commonwealth."

NEWNHAM COLLEGE.

AN appeal for the endowment of one or more research fellowships at Newnham College has been issued by the officers of the Council of the College. The present time has been chosen by reason of an offer which has been received from a donor who is willing to contribute £100 to every £400 collected. For the last few years the College has maintained three research fellowships by means of annual donations, but the necessity of some permanent endowment is obvious. Hitherto the work of the College has been chiefly educational, partly because this was the first and most urgent need, and also because its income depends entirely upon the fees of the students. It has not, like the old foundations, any considerable endowments other than its buildings and the grounds in which they stand. On these, indeed, a debt remains to be paid off, though, owing to careful management, this is not large. Little help can therefore be derived from the existing College funds, which are as it is heavily taxed to provide scholarships for young students, too poor to afford a college education without aid. The existing fellowships have led to the production of books in classical archaeology (Miss J. E. Harrison's "Prolegomena to the Study of Greek Religion"); in historical philology (Miss Paues's "Fourteenth Century Biblical Version"); in medieval law (Miss Bateson's "Borough Customs"); as also papers in geology and in botanical physiology. This seems a very adequate record, having regard to the short time these fellowships have existed. The presence in College of advanced students stimulates intellectual activity among the younger members, and the existence of the fellowships has already provided opportunities for some women whose gifts might have found scope only under difficulties, if indeed, at all.

The prosecution of learned and scientific inquiry has always needed, and probably always will need, the support of the wealthy and the liberal. This scheme for the encouragement of learning may well commend itself to public benefactors interested in any form of intellectual progress, and especially to those interested in promoting the higher education of women. To endow a single fellowship, or to contribute to the existing fund, would be to follow an example set in the past by women who founded fellowships to aid the cause of good learning among men. Subscriptions may be sent to Mrs. Sidgwick, Principal of Newnham College, who is willing to give further information. About £3,000 would endow one fellowship of £100 a year.

CORRESPONDENCE

THE ETYMOLOGY OF "EDUCATION."

To the Editor of The Journal of Education.

DEAR MR. EDITOR,—It seems to be nearly as difficult and dangerous for one's peace of mind, even for Truth's sake, to deflect from current orthodoxy in Etymology as in Religion or Politics; does it not? So we have both found it since the earlier years, when you and I tried to help to pioneer educational thought, in the days of such stalwart protagonists as Prof. Payne, Prof. Meiklejohn, Prof. Hodgson, Dr. Quick, Oscar Browning, and many others you well wot of; when I used to associate with them in their quickening influence on these by-gone years. But I am sure, both you and I rejoice greatly that these educational themes have interested one of the *Dii Majores*, Prof. Skeat; even although his letter exhibits more of "Human Nature" than is generally associated with calm Philology and cool Philology.

I confess it; I was long as orthodox, and as proud of the *Textus Receptus*, as Prof. Skeat or any other. I saw in it then singular insight into metaphysical problems; and used to dilate,—yes, before the College of Preceptors,—as so many have done, on its reputed wisdom. Since these days, now more than a quarter of a century ago, I was one of the revisers and workers on the first edition of "Chambers's Etymological Dictionary," along with my good friend, Dr. Scott Keltie, who happily still survives, and a dozen more, mostly gone from us. It was edited by my early friend, James Donald, who perished prematurely in the terrible Morpeth accident, on his way to London. For years, it was known by his name. In the Preface, Mr. Donald acknowledges obligations to Mr. Weir of Edinburgh Academy and to your servant. The work was based, for teaching purposes, on the educational principle, therein stated, of "Self-Suggestion" of meaning through derivation—an idea which was carried out, with more or less success, throughout the work. It has passed through many editions, and recently was issued as "The Twentieth Century Dictionary" under the scholarly editorship of the Rev. Thomas Davidson.

Since then, however, I have been compelled to abandon early prepossessions in this Philological field, as well as in many other departments of inquiry. This was accelerated by a letter in the *Educational News* of October 22, 1898, under the pen initials, "W. B.," whose personality it is difficult to discover, but whose utterances are as piquant and nearly as wise as those of another W. B., William Barnes, of immortal memory, the learned author of "TIW," with its curious view of "the Roots and Stems of English."

There, in that letter, the modern "W. B." declares himself thus:—"There is scarcely any writer that has treated on Education but has, at some period, trotted out the Etymology, 'Education from *educere*, to lead out.' Yet," he says, he has "no hesitation in saying that it is decidedly wrong."

That's plain speech, like all his utterances. "From *educere*, you form *education*, not *education*, which is from quite a different word, *educāre*. This latter word meant," he continues, "originally to nourish, to foster; an idea which cannot easily be connected with 'leading out.'" It was he that suggested its derivation from *edere*, to eat, like *manducare*, from *mandere*, to chew, as mentioned in the article under criticism. He further concedes that its meaning was no doubt influenced by its resemblance to *educere*. He gives examples of such influence, in the words: "Villain," which, though derived from *villa*, takes its meaning from *vile*, which, in French, has even changed its spelling; *ingenuity*, which is derived from *ingenious*, but takes its meaning from *ingenuity*—rightly observing that it is a mistake to translate, as is often done, the French *ingénuité* by the English "ingenuity."

Indeed, as for that, he might have adduced the great work of the Rev. A. Smythe Palmer, late Scholar of Trinity College, Dublin, which gives more than six hundred pages of such *Verbal corruptions of words*—"perverted in form or meaning by false derivation or mistaken analogy." "W. B." finally sums up: "Wrong ideas lead to wrong actions, and I have no doubt that many blunders in the theory and practice of Education are to be traced to this erroneous Etymology." Tell me anything truer, good reader, if you can.

This daring utterance whetted old interests, and set me on re-renewed investigation; with results as given in my unfortunate

article in your issue for March. As you are aware, however, it was not printed in full, but only as the partial kernel, according to your own desire, from the exigencies of space. Hence the misunderstanding regarding its purpose and details by Prof. Skeat. He has taken the comparison of two special Latin verbs for the declaration of a general principle; and hence his condemnation of it as "an amusing utterance." The rigidity mentioned was strictly confined to the classical forms of *quantity*, and "conjugation," which have practically been discarded in English. This all verse makers know to their cost, *accent* taking the place of *quantity*, even in *hexameters* and *pentameters*, in translation by the ablest scholars.

Placed in parallel view, the contention becomes more apparent, as thus:

- (i.) *ēdūco, ēdūcāvī, ēdūcātum, ēdūcāre*;
- (ii.) *ēdūco, ēdūxī, ēdūctum, ēdūcere*.

From these we have two words in English, &c.:

- (i.) *Education*—admittedly from (i.) *ēdūcāre*.
- (ii.) *Eduction*—admittedly from (ii.) *ēdūcere*.

At this point begins the controversy regarding (i.) *Education*. Is that word, in Latin, English, Romance languages, and all that have adopted it, derived from (ii.) *ēdūcere*?

That's the whole matter in a nutshell, up to this part of the problem proposed.

Then as to solutions:

- (i.) *Education*, though almost universally agreed to as derived from (ii.) *ēdūcere*, is not so regarded by all as truly so. Dr. Murray, among other dissentients, calls it a "quasi-philological" relation. The relation, undoubtedly, has long existed.

That's our case, barely stated.

But Philology alone cannot settle such questions, though its principles must not be violated. This final determination can only be reached, if ever, by inquiry into the genius, capacity, history, environments, aims, and achievements of the race that originated the term; as I endeavoured partially to explain.

It is well put by Dr. James Mackinnon, in his "Culture in Early Scotland": "Culture embraces the mental condition of man and its modes of expression. It refers to its intellectual and moral state, its sense of arts or its manual skill, its customs and social institutions, as far as these may be inferred or have been handed down by written record." He includes also, of course, any other available record or source of knowledge.

On this subject, as Kiddle and Schem also tell us, "*Education* is properly used to designate the sustenance and care bestowed by a nurse on a child"; but they inconsistently derive it from (ii.) *ēdūcere*, to lead out, though they confess that "it never has this literal sense"! They make further very pertinent and true observations; concluding by saying that the aim of all culture or education is that: "Education, in its proper sense, is the deliberate effort on the part of one conscious being to clear the way, so as to enable another to attain the perfect condition of life and its normal progress."

They admit that "Education is used in a variety of senses, not compatible with this true idea." Indeed, the problem is centralized in Varro's phrases—"*Educit obstetrix; educat nutritrix*"—as given in the March article.

In this connexion, a significant fact emerges in the historical examples given by Dr. Murray—viz., that the word *Education* was, in English literature, used in this true sense of feeding before the seventeenth century. One writer, in 1607, speaks of horses being well bred and educated on oats; another, in 1540, of beef making Englishmen stronge, the education of them being considered."

My own admiration of Prof. Skeat's services has been long so pronounced that, if I had a percentage on all the copies of his Dictionary I have induced Boards and teachers to purchase, I should have had something substantial to my credit!

Apart, however, from these personal matters, that have been thus introduced, not by myself, and which always, more or less, cloud intellectual vision, I should suggest that your band of scholars should devote themselves to this inquiry, and try to settle the matter on its own merits. Such questions as the following might receive attention:—

- (1) How does the orthodox Etymology evolve the idea of feeding and nourishing from that of leading out?
- (2) Is *edere*, as suggested by "W. B.," the true root or not? The obsolete form, *edica*, now and in Roman times represented in *esca* and in *esculent*, is in its favour.

(Continued on page 332.)

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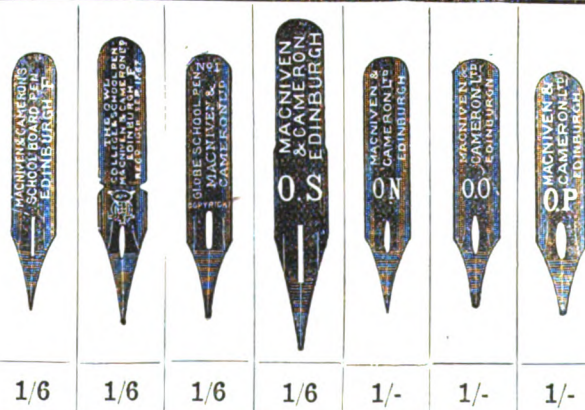
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(3) Hence my attempt to suggest another root, in the Aryan *√ dug*. If wrong, let us find another equally pregnant. This would rejoice all scholars and teachers, and delight myself.

My own heterodoxy was confirmed when, in 1879, I edited the Educational utterances of George Combe, as published by Macmillan, in a huge volume, embodying advanced views of the subject, which are still before the age, and in which the subject is fully treated philosophically and philologically.

It was further confirmed when, in 1890, I became convener of a Committee of the Glasgow Archaeological Society, appointed to conduct explorations of the Antonine Roman Wall between the Forth and the Clyde. The Report drawn up by us was published in 1899, and embodies most important papers by Mr. Haverfield, M.A., and others.

In conclusion, allow me, Mr. Editor, to say that, with your good help and that of your body-guard of scholars, we shall eventually become skilful *Sutors*, framing, as far as in us lies, a buskin worthy to be placed on the dainty foot of the Goddess of Truth—whose statue now stands before my eyes, with laurel crown and lighted lamp—and whose buskin has taken ages to frame and fit, and will take some time longer still to complete. She, greatest and simplest of Goddesses, has too much been made merely the Cinderella of the race. But it is in such cinders that the Divine fire will survive; and thus we shall help to make the wonderful “glass” slipper she only is entitled to wear! In such a delightful task, all of her true lovers and devoted worshippers will ever pledge themselves to be *Active*, without being *Agitated*, in her service; as many have been in the past, and may still be, in helping the happier future before Education and Progress.

WILLIAM JOLLY.

SPOKEN FRENCH.

To the Editor of *The Journal of Education*.

DEAR SIR,—Will you allow me to call your attention to the advertisement of Messrs. Jack on page 279 of this month's *Journal of Education*? I believe it is quite incorrect to say that “spoken French is to be compulsory in Junior Cambridge.” Candidates for the Junior Certificates are *allowed* for the first time to take spoken French on payment of an extra fee. The advertisement is very misleading, though, no doubt, unintentionally so.—Yours faithfully,

LILIAN TALBOT, B.A. Lond.

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April 5, 1905.

AENEID II. 268–297.

’T WAS the first hour when slumber softly steals
O’er wretched men, the choicest boon of Heaven.
Lo! as I slept before me seemed to stand
Hector all woebegone and bathed in tears.
Marred was his form, begrimed with dust and gore,
And his feet swollen where the thongs had pierced
That bound and dragged him at the chariot wheels.
Ah, what a change was there! Could this be he,
The Hector radiant in Achilles’ arms,
Or on the Greek fleet hurling Phrygian fire?
This matted beard, these gore-bedabbled locks.
These wounds that witnessed many a bloody fight
Around Troy walls. Myself I wept and first,
Meseemed, addressed the hero through my tears:
“Light of the Dardans, Ilion’s hope and strength,
Long hast thou tarried: what far land has stayed,
Hector, thy coming? With what weary eyes,
Thy friends all dead, thy country in the dust,
At last we greet thee! What foul villany
Hath marred thy visage; whence these gaping wounds?”
Nought to my idle questions he replied,
But, with a deep-drawn groan, “Ah, fly!” he said,
“Fly, goddess-born, and snatch thee from these flames.
Our walls are razed, and, from its towered height
Troy topples down. Thou hast done what man can do
For Priam and thy fatherland. If worth
Availed to save, they had been saved by mine.
Troy now to thee commits her sanctities
And household gods, thy destined lot to share.
Seek out for these a dwelling; thou shalt raise
A city, having compassed many seas.”
He spoke, and from the inner shrine brought forth,
Symbols of Vesta’s high divinity,
Her fillets and her never-dying fire.

—F. S.



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HUMANISM AND REALISM AS FORCES IN HIGHER EDUCATION.

By F. W. WESTAWAY.

THOSE of our great philosophers who have attempted to analyze the English character have been singularly mild in their strictures, curiously considerate to our sensitive natures. The consequent self-satisfaction enables us to endure, without flinching and with easy contempt, the lashings of our latter-day minor prophets, who, after venturing to give expression to unpopular opinions, often find themselves vainly beating the air.

We delight in enumerating our many excellent national qualities—our energy, self-reliance, versatility, and integrity, our love of justice and sense of fair play, and our measured and moderate cast of mind—and we flatter ourselves that we still possess the unconquerable resolution of our forefathers. When, however, we read that we are a people "steeped in insularity and imbued with utilitarianism" we grow a little restive; at the assertion that we are "unscrupulous in our dealings with competing nations" we become indignant; and at the mere whisper of the suggestion that "an Englishman is a person of parochial intellect and utterly unable to think clearly or to reason" we rage furiously, conscious that the shaft has found its way home.

Our best friends do not dare to endow us with any great intellectual qualities. We are considered to be, and consider ourselves to be, a "practical" nation; but we seem to forget the limitations implied in this term—are almost unconscious that it is little more than a euphemism for "unintelligent." The practical man works on "common-sense" lines—that is, he does what is immediately obvious. In many ways he is an excellent fellow; his honesty of purpose cannot be questioned, and he works well; but he has little insight, he hates thinking, and all his opinions are ready made.

Some of our younger writers, especially those of the enthusiastic sort, have attempted to demonstrate that, as a nation, we are showing signs of decadence. But the evidence hitherto brought forward seems insufficient to prove either that there are

any serious signs of physical deterioration or that there is any great slackening of moral effort; in these respects we may be no better, but are probably no worse, than our grandfathers. On the intellectual side the evidence is more unfavourable. Elementary education in England has, no doubt, made great strides during the last thirty years; but education other than elementary is still unorganized, and, in some ways, is as imperfect as it is incomplete. There can be no doubt that this is a source of national weakness. Perhaps a nation's greatest potential asset is the brain power of its middle classes. In England this remains largely undeveloped, and, intellectually, we have made little advance during the last half-century. Meanwhile the other great nations have been rapidly forging ahead. Absolutely we stand, perhaps, where we did; but, if a nation's greatness is to be measured by the intelligence of the people, relatively we now take a fourth or a fifth place. A well known writer has remarked that nearly all that can be done simply by the insight that comes from practical capacity has already been done. Hitherto this practical capacity has been the chief factor in the success of modern nations; but, at last, the world is beginning to think.

We have in the English educational world two distinct types of mind; these are more than wanting in mutual sympathy—they are mutually hostile. The one is well represented by Huxley, the other by Matthew Arnold. These two eminent men, both of whom left the world much richer than they found it, won our regard by their efforts to spur us onwards "towards the growing light of a larger day." Yet how different were their methods, how different their ideals! Equally aggressive, they both hit straight from the shoulder—the one with bare knuckles, the other with gloved hand. Each a complete master of his mother tongue, the one spoke plainly, bluntly, almost brutally, and with a logic as implacable as that of Greek tragedy, the other with a perfect balance of phrase, with glowing words, and with forceful epigram. Huxley sought truth in reason, Arnold in beauty. Each saw only one side of the shield and stubbornly refused to look at the other.

"He who will not reason is a bigot, he who cannot is a fool, and he who dares not is a slave." That men will listen to reason is, however, the great irrationality of the academic logician. Principle often clashes with prejudice, and, sometimes unconsciously, we surrender our convictions to our wishes. As long as the hearts of men are thrilled by the deeds of the national heroes, as long as there are political "parties" and religious "factions," so long will the perplexing irrationality of the mind manifest itself. Few men have had absolute control over their feelings. Spinoza himself is said to have broken out into a fit of unreasoning passion when he heard of the assassination of his friends, the brothers De Witt. Observant foreigners have, however, been known to remark that the lack of power to think clearly and reason logically is a characteristic peculiarly English. Even if such an assertion be only partially true, it is one which suggests a defect in our educational methods, and therefore one which is worthy of serious consideration.

Undoubtedly, there are in the nation at present several elements of great instability, but it is as unfair as it is illogical to say that, as a people, we are showing a greater and greater tendency to be swayed by the impulse of the moment, and that we are reverting to the French period of *sensibilité*—that we are always "palpitating with excitement, steeped in melancholy, or dissolved in tears." If, indeed, we measure the equilibrium of the nation by the hardened "convictions" of many of its most enlightened citizens, our stability is little less than that of the pyramids. Why should we question our convictions or trouble to reason? Do not both Pope and Young urge us to distrust reason in favour of instinct? It is quite true, as we are reminded by Madame de Staël, that sometimes, in the strife of motives, instinct alone can decide us; but the Englishman's danger is that, from sheer indolence, from his intense hatred of consecutive thinking, he will, without the exercise of any intelligence, get into the habit of always blindly following mere animal impulse, "the instinct of the thoughtless brute."

If a statesman be defined as one whose deductions are drawn from permanent forces, whose vision is not obscured by the superficial struggles of the moment, who, in regard to his opponents, as Locke would say, examines impartially all evidence brought forward, and does not impute unworthy motives, then the contention of foreigners that statesmanship is a

comparatively rare quality amongst Englishmen seems to be true. No doubt partisanship is as common with other peoples as with us, but the extreme partisanship of unreasoning conviction seems to be a distinctive mark of many Englishmen. Usually the faults of men of this class are, if serious, mainly negative. In debate, for instance, they do not attempt to tear aside the veil from the specious and the plausible; they follow precedent and cleverly reflect other people's opinions. Perhaps they seldom realize in what shallow intellectual waters they are accustomed to swim. Their great object is to fascinate the multitude; yet they are honest enough, for they do not suspect, and therefore do not cross-examine, themselves. Minds that do not reflect and reason are necessarily imperfectly trained. Temperament and environment are, no doubt, factors always to be reckoned with, but, as a rule, a man is largely what his education makes him.

At a time when other nations are making such marked progress, it seems doubly unfortunate that in England the statesmanship of the few should so often have to yield to the unreasonable clamours of the unreasoning many. Public opinion in regard to higher education is seldom more than lukewarm, and is frequently openly hostile. Education Committees naturally have to consider the ratepayers, and it is the middle-class ratepayer who is wont to be so troublesome. Too often he is a man who understands little of self-sacrifice. Why should he "practise self-denial for the sake of posterity, economy for the sake of debtors yet unborn"? Posterity, he tries to argue, is no heritage of his.

As the great majority of the middle class are educated in our secondary schools, there would seem to be some deficiency in the education given in those schools. An education must needs be imperfect if the majority of the educated are found to be lacking in breadth of view and do not show any great desire to learn the truth of things.

It is scarcely necessary to speak of physical education. As a rule, there is little that is scientific in the teaching; but the present-day boy generally contrives to keep his lungs full of fresh air and to develop some of his muscles. Neither is there much need to discuss moral education. A public-school boy will probably find himself in the hands of an untrained teacher who knows little of the psychology of moral education, but who is almost certain to be a gentleman and a man of moral strength, and who bears in mind Goethe's maxim: "Character calls forth character." It is the intellectual side of the boy's education about which there is so much room for doubt.

The arguments adduced by the classical man or by the man of science in favour of his own subject as an instrument of education are far too often based on the assumption that the teacher will be highly trained, a perfect master of his subject, and working under ideal conditions. But, in practice, this seldom obtains. As a rule, both the young classical teacher and the young science teacher are untrained; they know little about the science of education and still less about the art of teaching. They regard their boys as so many of Carlyle's passive buckets, simply to be pumped into. They confuse the physiological processes of digestion and assimilation with the mechanical process of filling a cask. They do not understand mind development.

In one important respect, the classical teacher—and, indeed, the teachers of literary subjects generally—are at a serious disadvantage compared with their science colleagues. During a Latin or a history lesson a boy naturally has to accept all "facts" on the authority of his teacher or on the authority of text-books; and, if, during his school career, there is no counteracting force, the boy forms the habit, probably never afterwards eradicated, of blindly accepting, without question of any kind, other people's facts and opinions. It hardly occurs to him to question authority. This seems to be the clue to most of the deeply rooted prejudices of the average Englishman. He does not admit any prejudices—that is natural. He calls his opinions "convictions"; but it has probably never occurred to him to examine the evidence on which those convictions are based, and any suggestion that he should do so he considers to be almost profane.

Even if a boy goes up later to the University, the habit may still cling to him. A young German student is encouraged, and expected, freely to cross-examine even the oldest professor of his University; but this kind of thing finds little favour in England. Of course, the handful of students, classical and

other, who round off their University career with a "First," or perhaps a "Second," generally overcome such a habit; but this is often due more to their native genius than to their education. Probably, however, the classical man has always to exercise a greater effort than the man of science in order to effect complete self-elimination. The trained man of science is never seriously affected by the personal factor—unless he is fighting the humanists. The essence of our educational system—unquestioned acceptance of authority of every kind—is against the development of individuality. We are so fond of a standard pattern.

A comparatively small minority of boys ever reach the sixth form and go on to the University. The majority leave school at the age of sixteen or seventeen, and one of the most difficult of our unsolved educational problems is to decide upon a curriculum which will enable us to turn out at that age a presentable "finished product." It is here that the classicist usually fails to help us. His curriculum is designed to meet the wants of the few boys who survive to the sixth form. Up to the age of sixteen or seventeen the work of the average boy, not the brilliant boy but the average boy, is one long struggle with words, and words alone. The discipline is excellent, is perhaps the best the schoolmaster has yet devised, but it is a misuse of terms to speak of the work as humanistic. The boy leaves school all unconscious of "the best that has been thought and said in the world"; he has no literary appreciation, no love for literature, and his English composition reveals a woeful ignorance of his own tongue. It is this type of boy who is supposed to develop into the "intelligent man in the street"; yet it is more than probable that the only constant intellectual influence which he experiences after leaving school is derived from the newspaper. Hurried and unreflecting reading must always lead to intellectual mischief, but, following an education so imperfect, it can result only in chronic confusion of thought. As a permanent educational force journalism has great responsibilities. The journalist has no longer to write for a nation of philosophers, as Montesquieu called our forefathers, but for a feverish public clamouring for something that will titillate its palate; ungarished facts it does not want and will not have. Here is the journalist's danger. A column of "impressions" may be full of realism, may even be tinged with cynicism; but a writer who is partial ceases to be truly educative.

It has been said that to draw inferences is the greatest business of life, for we have constant need of ascertaining facts not directly observed. Many logicians of the older school seem to have laid far too much stress on syllogizing and too little on induction. Until recent years few of our secondary schools appear to have provided for the serious teaching of inductive reasoning: most of them were content with syllogistic reasoning alone. Not that they attempted the formal study of the syllogism *qua* syllogism—logic as a science has long gone out of fashion—but such reasoning as was taught was, primarily at least, deductive. For this purpose mathematics naturally stood first; then Latin: for, in essence, the kind of reasoning to which a boy is compelled when he is disentangling the threads of a difficult sentence from Cicero or Livy is not widely different from mathematical reasoning. It is essentially deductive in both cases. But, as Condillac pointed out, the kind of reasoning in which we are all engaged in everyday life is largely inductive. "Thought sets out from particulars." A common fault is to attempt to use the rules of deduction for purposes of generalization. The would-be moral reformer is especially prone to this; a few isolated instances of indiscretion on the part of some section of society are often sufficient to make him hurl his anathemas broadcast; he is not content with simply recording facts actually observed: he will take the fatal step of generalizing from a small number of instances. A little reflection will show that we are often inclined to make hasty generalizations in everyday affairs. Few things, perhaps, are more common. Both Hume and Mill were keenly alive to the difficulties and dangers of inductive reasoning, and the latter gave much attention to its consideration. With many Englishmen there is the further danger that, having once made a generalization, having once formed an "opinion," they are likely to refuse the claims of any new evidence; and this irrespective of the fact that the opinion may or may not have been justified by the evidence originally available. The Englishman thinks that to change his opinion is a sign of weakness.

It would appear that at least some of the defects in the character of the English middle class—the narrow outlook upon life, the want of any real humanism, the acceptance of all authority unquestioned, the mental indolence, the tendency to hasty generalization, the general inability to reason, and the studious avoidance of unpalatable facts—are mainly the results of an imperfect education. "Our secondary schools have grown up with the nation; so that they reflect both the national merits and defects." The interesting question arises: Can these defects be remedied?

It has been said that the quarrel between the humanist and the realist is "the old quarrel between the contemplative and the active life." Strange as it may seem, the most violent partisans on both sides are precisely those who know practically nothing about the real subject of the dispute—education. The extreme classicist and the extreme man of science both claim the prophet's mantle. Each considers himself to be the happy possessor of a quintessence of educational science, distilled in the one case from Latin hexameters, and in the other from dielectric strains. So humanist and realist continue to lunge at each other in the educational arena. The observing public, awe-struck by the fury of the combatants, shows hesitation, and, Paracelsus-like, oscillates between the old and the new.

(To be continued.)

REVIEWS AND MINOR NOTICES.

A History of Criticism and Literary Taste in Europe, from the Earliest Texts to the Present Day. By GEORGE SAINTSBURY, M.A. Oxon., Hon. LL.D. Aberd., Professor of Rhetoric and English Literature in the University of Edinburgh. In three vols. Vol. III.: *Modern Criticism*. (Price 20s. net. Blackwood.)

We cordially congratulate Prof. Saintsbury on the triumphant conclusion of his monumental work—"the actual work and companion of seven years in its composition, the result of more than seven and twenty in direct and indirect preparation." In spite of a defiantly inartistic style where stylistic mastery would naturally be expected, in spite of belligerent divergence from reputable critical opinion, and in spite of "ignorances and forgetfulnesses" (comparatively most venial, however), he emerges from the long conflict brilliantly victorious by reason of original research, independent judgment, masterly control of materials, and irrepressible *vis viva* and gaiety of spirit. He has penetrated the jungle and blazed paths in every direction—paths more or less rough, but still clear and unmistakable. Not only has he surveyed the ground with his own eyes, but he has also created and stimulated fresh and piquant interest in the multifarious problems—a far more valuable achievement than any number of correct solutions. His work is vital and seminal. In any general estimate the large lines of the scheme ought not to be blurred by petty criticisms, which properly belong to the specialists in details and in no way affect the main scope of the investigation. The next *History of Criticism* may be—and ought to be—a better book than this; but the author's indebtedness to this will not be measured in limited terms. Meantime, and for our time, Prof. Saintsbury holds the field.

The present volume covers the nineteenth century, and includes "those dissidents or pioneers" of an earlier time "who then laid the foundation of the chief critical performances of the nineteenth century itself." Indeed, "the Dissolvents of Neoclassicism" occupy nearly a third of the pages. The German phase was not so very hardened, and gave way early under the national craving for knowledge and romantic and philosophical turn of mind. Bodmer and Breitinger, "more than any other pair or person," mark the turn of tide; J. E. Schlegel, "that Marcellus of German criticism," was the first German who felt the true inspiration and healing power" of Shakespeare; and "enfin Lessing vint." The treatment of Lessing is comparatively full and carefully discriminating: "we have not feared to speak of Lessing's shortcomings, but, though it is possible to speak indiscreetly and unadvisedly of his merits in kind and point, who shall overpraise them in degree?" In France, neoclassicism was established in great force, in the strong places of literature as well as in the French literary temper. The

three greatest dissolvers were Diderot, Chateaubriand, and Joubert. "Diderot is, in principle and motive force, however eccentrically working, if not in actual expressed example, the most considerable of the three, and perhaps the most considerable single figure" of the dissolvent period. "The greatest glory of Chateaubriand is that he is, if not the creator, the first brilliant exponent, of the Critical Imagination—the first great practitioner of imaginative criticism since Longinus himself." Madame de Staël, Villemain, and Beyle are perhaps the most notable of the other French subjects of Prof. Saintsbury's analysis. In England the critical personalities were not of first literary rank (except Gray, perhaps). But in "the rediscovery and revaluation of the capital of the literature for critical purposes, England takes the most important position of all," mainly by reason of the richness of the material. The chapter on *Æsthetics*, if only on account of Prof. Saintsbury's fundamental principles, offers large room for controversy, but is very instructive and able. The influence of "the widened and catholicized study of literature during the earlier eighteenth century" is an extremely interesting element, and might have been profitably exemplified at greater length.

The attitude and the method of Prof. Saintsbury might well exempt us from following him through the reconstruction and the further progress of critical effort. On Wordsworth we are rather inclined to agree with Prof. Raleigh in the main. As to Coleridge, "his critical work, with all his everlasting faults of incompleteness, digression, cumbrousness of style, and what not, gives him a position inferior to no critic, ancient or modern, English or foreign." Lamb requires, and receives, delicate and firm discrimination; and other critics of the age—notably Hazlitt, Jeffrey, and Hallam—are judiciously estimated. While genuinely "appreciating," this emancipated group nevertheless had their shortcomings, "which were neither few nor inconsiderable; and which led directly to the sad and singular decadence of English criticism in the middle third of the century." In particular, their narrow knowledge, their lack of comparative knowledge of different literatures, drove them "to judge by the inner light alone." Yet, after, there "remains to their credit such a sum as hardly any other group in any country—as none in ours certainly—can claim." Most important in the weak middle third of the century are the searching notices of Macaulay and Carlyle, while Thackeray is generously treated, and George Brimley is a touchstone that justifies the appreciative critic. In the later period, Matthew Arnold is very distinctively to the fore—"one of our chiefs of the greater clans of criticism," whose "services to English criticism, whether as a 'preceptist' or as an actual craftsman, cannot possibly be overestimated." Though Prof. Saintsbury is "not, by any means, in general agreement," but "often in very particular disagreement, with Mr. Arnold's critical canons, and (less often) with his individual judgments," yet, looking back over European criticism for the eighty years since Arnold's birth, he "cannot find one critic, born since that time, who can be ranked above or even with him in general critical quality and accomplishment." No less than twenty-two pages are devoted to Arnold's work. Pater is more to Prof. Saintsbury's critical mind: "to assert too positively that he was the most important English critic of the last generation of the nineteenth century—that he stands to that generation in a relation resembling those of Coleridge to the first, and Arnold to the latter part of the second—would, no doubt, cause grumbles"; so he concedes that Pater "is somewhat less than either of his forerunners." The survey of French and German criticism is equally thorough (on main points) and equally luminous, and its value is immensely enhanced by comparison with the English sections. The better French criticism, though astonishingly varied and evenly excellent, "is not always, even in its highest examples, of the *very* highest." So with the Germans: in spite of all the virtues of Lessing, Goethe, and the Schlegels, yet "in the highest and purest work of criticism, as we here define it, even these their greatest are sometimes strangely wanting; and others are wanting less strangely but more disastrously." Their "scientific" quality is suicidal, and it coincides suggestively with the absence of production of great poetry or of great literature." The appendices on "The Oxford Chair of Poetry" and "American Criticism" are very important and interesting. Regarding the whole work from the standpoint of the author's intentions, one cannot but pronounce it in every respect great.

The Poems of John Keats. Edited, with an Introduction and Notes, by E. DE SÉLINCOURT. (Methuen.)

We have, for the first time, a wholly satisfactory edition of the most memorable, though by no means the greatest, poet of the eighteenth century. Mr. de Sélincourt is a ripe English scholar and he has for years devoted his leisure hours to the study and elucidation of his favourite poet. Not only has he cleared up many obscurities that have baffled previous editors, but he has set in a new and truer light the relation of Keats both to his contemporaries, Hunt, Shelley, and Wordsworth, and to Greek mythology and literature. The tradition that Keats derived all his Greek lore from Lemprière, that this was the Bible he studied night and day, the text from which "Endymion" and "Hyperion" were evolved, is finally exploded. It was from Chapman, and still more from Sandys, that the inspiration came, and it is well to mark in passing what life may still be left in a translation at second hand. It is a new chapter and a most interesting one that the editor has opened up in tracing Keats's indebtedness to Ovid. Occasionally, we confess this search for *origines* seems to us to border on pedantry. Thus, on the line from "Hyperion," "prophesyings of the midnight lamp," we have first the familiar lines from Georgic I. quoted after W. T. Arnold; then these are rejected, not on the score that there is little real similarity—Vergil's thief in the wick is merely the old woman's weather-glass—but because Keats, though he had read Vergil at school, was not scholar enough to appreciate the language, and we are left with the unsatisfactory conclusion that the line is not borrowed from Vergil, but from a Vergilian echo in some scholarly Elizabethan not yet identified. Surely this is "*chercher midi à quatorze heures*." There is no need to search for illustrious names in great Eliza's days to father a popular superstition, and the editor has apparently overlooked some occasional verses of Keats himself:—

Romeo! arise, take snuffers by the handle,
There's a large cauliflower in each candle,
A winding sheet.

But we are making too much of a small matter that merely shows an excess of zeal, the defect of the editor's qualities.

On the supreme question of Keats's order of merit, the niche to be assigned to him in the Temple of Fame, Mr. de Sélincourt shows sanity of judgment and a nice discrimination between the early work and the poems of maturity. Mr. Matthew Arnold, in his preface to the Ward "Selections," takes as his text for a discourse on Keats Milton's famous saying (which he characteristically misquotes) that poetry should be "simple, sensuous, passionate"; and, though the point of the essay is to show that Keats is something more than the sensuous man of genius, yet that unfortunate expression of Keats, "a life of sensations rather than of thoughts," is misinterpreted and assumes undue prominence. Mr. de Sélincourt does not ignore or conceal the feet of clay—once and again he calls attention to vulgarities both of thought and diction in the poems—but he shows us them in due proportion and directs our gaze to the perfect lineaments.

What Keats might have achieved had he lived the full span of life, had he even attained the age of Shelley or of Byron, is perhaps an idle speculation. We should have had other odes equal, but hardly superior, to those "To Autumn" and "To a Nightingale." "As an interpreter of Nature to the heart of man he was already, in his way, unapproachable." Whether he would have ever achieved a great epic or a great drama is to us more problematic. He had, indeed, objective power, the power that finds its way to all the instincts of worm or eagle (to borrow his own phrase); but neither of his longer poems shows even the rudiments of architectonic force, the faculty of conceiving a vast whole like the "Odyssey" or the "Commedia" and even "Faust." If asked what line in Keats's poetry best expressed the genius of Keats, most would answer:

A thing of beauty is a joy for ever;

but there is another less familiar line which seems to us equally characteristic:

To keep our souls in an eternal pant.

In conclusion, we may note a most useful glossary of archaic words, or words used in a peculiar sense, giving the probable source from which they were derived. It is most instructive as showing Keats's favourite authors. "Volcanian," "scintial," "sphere" might be added. We wish that the editor had given

us more annotation on Keats's rhythm and rimes. How would he scan the grand line :

Ther, Thea, Thea, where is Saturn?

Does

How many hards gild the lapses of time

really satisfy his ear? Cockney rimes, too, deserve a passing note. "Thought—port" was corrected, but "thorns—fawns," "water—shorter" were left. *Nom de plume* dies hard.

Desiderius Erasmus concerning the Aim and Method of Education. By Prof. WOODWARD. (Cambridge University Press.)

There has been of late years what we may well call an Erasmus revival. It began with the brilliant and captivating, but inaccurate and one-sided, "Life and Letters of Erasmus," first delivered as lectures by Mr. Froude when he was an Oxford Professor in 1893. Since then we have had Emerson's Life—a fine product of American scholarship, Sir R. Jebb's Rede Lectures, and, last and chiefest, the "Epistles of Erasmus" by F. M. Nichols (here misspelt Nicholls), of which two volumes have appeared.

Prof. Woodward, following up his original study of Vittorino, has here attempted only one aspect of Erasmus's many-sided personality, but that, as is now generally acknowledged, the most important. "In all his work," says Prof. Jebb, "his aim was essentially educational." We have, by way of preface, a brief biography; the body of the book is a full exposition of the educational doctrine; Part II. contains the "De Ratione Studii"—strange to say, the first English version—and the "De Pueris statim ac liberaliter instituendis," which was translated into English within twenty years of its publication, but is virtually inaccessible. The English student has here for the first time the opportunity of acquainting himself at first hand with the doctrines of a great educational reformer, and, as the Professor strongly insists, all other study of educational history is not worthy of serious recognition.

More stress is here laid, and quite rightly, on the merits than on the defects of the reformer. It is difficult in the present age to do justice to an educator who made classical study the centre of his system, who despised modern languages as vulgar dialects, who knew nothing either of abstract or applied science, and, what is worse, was not conscious of his ignorance. There is no need to dwell on these limitations which are common to Erasmus and nearly all his contemporaries, but they need to be mentioned lest the encomia justly lavished on his plan of studies in comparison with what it superseded be taken as a recommendation of it to the present age. Erasmus was pre-eminently the man of culture according to Matthew Arnold's definition. He set before himself as the business of his life first to know and then to make known to others the best thoughts of the best minds. To use the antique world, "the glory that was Greece and the grandeur that was Rome," purged and purified by Gospel light, seemed to him the whole duty of man. He was, to use Quick's happy phrase, a verbal realist; in other words, he studies things through the medium of literature, and the world of Nature as apart from man was to him a book with seven seals. An Alpine pass is to him as it was to Livy, nothing but a dreary waste, and he relieves the tedium by composing Latin verses. He visits the Rome of Julius II. without being aware of the existence of Michael Angelo. And yet he was an innovator far in advance of his age. He bade men seek the truth at first hand, regardless of the glosses of tradition, and verify by their own observation and reflection the wisdom of the ancients. He freed the schools from monastic domination—"Schola publica aut nulla" was his watchword. He was a pioneer of woman's education. And, lastly, he may be claimed as the father of the reformed method of language teaching, the method that begins with oral instruction and subordinates grammar to reading.

"Home Education Series."—*School Education*. Vol. III.

By CHARLOTTE M. MASON.

This is a stimulating book, and at the same time an irritating one. Any one who knows Miss Mason, her views on education, and the work in it she has accomplished, will expect what he will certainly find here—great freshness and originality, a clear

and well defined system of education, the study of which cannot but be helpful to any teacher, and the power and charm of a pleasant and strong character. This is the stimulating part. The irritating part is a certain confusion that reigns throughout. Nothing sufficiently clear is told to the uninitiated about the Parents' Educational Union or the school, or schools, in which the ideas in this book are brought to the test of practice, and there is a complete haziness that is really comical as to whether Miss Mason is addressing *us*—the ignorant, outside general readers—or her own enlightened colleagues of the Union. The essays at one moment appear to be addresses delivered to the members of the Union, but at the next, *we*—the general reader—find ourselves receiving explanations as to the successful work the Union has done, and other information that cannot be got to fit in with the first theory on any terms. Then we are told the leading points in Miss Mason's theory of education over and over again; yet, in the end, we are left on many points in a state of confusion. Only by dint of exhaustive research do we at last grasp what she means by educating children on books. What else, we helplessly ask, have they been ever educated upon—at least, since books existed? At length we discover that the system is to supply the child with a large number of books to read himself, or, if he has not yet learnt the art, to have read to him. Then, again, Miss Mason calls her book "School Education"; but it is mostly about home training; and she completes our bewilderment by warning us not to mind the title, "Home Education Series," because it is only appropriate to Vol. I. of the series.

Nevertheless, it is to us a delightful book, and most readers will enjoy it. As to the theory, with much of it we are in hearty agreement, and we know that Miss Mason has obtained good results. Nevertheless, on several points we have our doubts. As to docility and obedience solely on the grounds of authority, we entirely disagree. In regard to the idea that the child should be given a very wide culture—as wide, in fact, as the possibilities of his interests—we should like to ask how the time is to be found for it in the school hours unless it is to be as shallow and slight as it is wide—a mere smattering. From most subjects a student gets little good until he has gone to a certain depth in them. Again, young children are to be given inspiring books—books full of ideas—to read. Our own experience is that most of such books are unintelligible to young readers. They understand neither the words nor the ideas introduced, to a great extent. In the lecture, or personal teaching, to which Miss Mason objects, the teacher brings the matter within the comprehension of the special children being taught. Few really valuable books are to be found that young children can read with pleasure themselves which will at the same time give them the knowledge and discipline required. However, as we say, the book is both stimulating and informing. No doubt, it is Miss Mason's own personality that makes her system succeed; this, unhappily, is usually the case with educational successes. Nevertheless, other teachers will derive much help from the views and suggestions her book contains.

A Student's Text-Book of Zoology, Vol. II.

By ADAM SEDGWICK. (Price 21s. Swan Sonnenschein.)

This second volume of the work from the pen of the well known Reader of Animal Morphology in the University of Cambridge deals with the subjects of the Cephalochordata (*Amphioxus*) and the Vertebrata. It is a highly technical work, and one which will be of great value to the higher student for whom it is intended. From the mass of information which has to find a place in its pages one necessarily expects—and gets—a somewhat compressed style, but the explanations and descriptions are clear, and their comprehension will be assisted by the series of illustrations with which the work is adorned. It is rather curious to find the writer apologizing in his preface for having possibly seemed to have taken up "an unduly critical position with regard to views widely prevalent at the present time on some aspects of organic evolution." We are not about to attempt the task of criticizing either these prevalent views or our author's criticisms upon them; but this we will say, that it will be an evil day for science when "prevalent views on organic evolution" or on any other scientific subject are set up as a dogma and it is considered sacrilegious to criticize them. So far from requiring an apology, we hold

that it is the bounden duty of every serious writer on biological matters to study with the most critical eye and to write in the most critical spirit respecting the subjects related to what is vaguely described as the evolutionary theory. By trying all things alone can truth be dragged from her hiding-place. She certainly will not be dislodged by tabooing any group of scientific theories. Two small points of criticism we will offer as suggestions. In the first place, we regret to find scarcely any notice of the myological peculiarities of different mammalian groups, though much work has been done in this direction of late, some of which, at least, appears to have been accepted by high authorities as of taxonomic value. It was perhaps hard, amongst the mass of facts clamouring for admittance, to find room for anything on this point, but we think that some reference to its bearing on morphological problems would not have been out of place in this work. Then, again, we find the Neanderthal and Spy men alluded to as belonging to "an extinct species" which is "not thoroughly known," but "clearly belongs to a lower grade of organization than *H. sapiens*." We are quite aware that this is the view of Schwalbe and one or two others, but, in face of the fact that Deniker—a better authority on that particular aspect of the question than Schwalbe—refuses to assign the Neanderthal skull to a place amongst Mousterian relics and in face of the wide differences of opinion existing amongst distinguished human anatomists as to the real nature of the crania in question, we submit that so definite and dogmatic a statement is hardly justified.

This is a point to which we cannot devote space in this notice, but we should like to invite the attention of the distinguished author of the work under review to it. We learn with gratification that he proposes to write a general work on "The Principles of Biology," and shall look forward eagerly to its appearance. Any work of a general character, such as we may expect under the title just mentioned, will be welcomed from the pen of so accomplished a critic and careful an observer as Adam Sedgwick.

Shakespearian Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth. By A. C. BRADLEY. (Price 10s. net. Macmillan.)

In his "Shakespearian Tragedy" Prof. Bradley "considers the four principal tragedies from a single point of view." The detailed consideration of these plays is preceded by chapters on the substance of Shakespearian tragedy, on construction in the tragedies, and on Shakespeare's tragic period. The book will be welcomed by all who have had the privilege of listening to his lectures at Glasgow or Oxford, and who must long have wished to possess the substance of those lectures in a permanent form for themselves and for a wider circle.

The dedication is "To my Students," and to such one of the great attractions of the book will be that it is written in the spirit not only of a scholar who has loved much and studied much, but of a teacher who desires to help others to see what he has seen; who therefore troubles himself to set at rest doubts as to the possibility of analyzing without murdering, or the danger of attributing conscious art to an inspired artist. He points the way for each student to study Shakespeare for himself. He is continually suggestive, as the great teacher always is, since his treatment of the subject is in touch with life. To take but one example: the passage on the witches in "Macbeth" seems at one with the spirit of Wordsworth's "powers that will work for thee." The clear thought and clear language of a teacher must add greatly to the value of the book for all, unless it be any belated Meno who prefers talk of fluid emanations to anything of which he can say: "But that is so simple, Socrates!"

Yet there are doubts and objections which may arise in the mind of the appreciative reader who fully realizes how much he is being made to see where he never saw before. In Prof. Bradley's words, Shakespeare "looked at this secular world most intently and seriously; and he painted it, we cannot but conclude, with entire fidelity, without the wish to enforce an opinion of his own, and, in essentials, without regard to any one's hopes, fears, or beliefs." In the works of a dramatist who had "this fidelity in a mind of extraordinary power" men and women live and move for us, and the best way for us to rejoice in them and learn from them is to live with them and seek to understand each detail of their life and thought with the minute care of love. Yet it need involve no

confession that to us such characters as Hamlet or Othello are unreal to acknowledge that we cannot know of their lives as we can of men and women of flesh and blood.

They are the inhabitants of a world of thought, and to carry too far a consideration of the material circumstances which might have influenced their thoughts and conduct would be to fall into something of the same mistake as that, on a lower level, of seeking to know the nature of the men and women round us by an examination of their blood corpuscles. It may be there are connexions, but they are so remote that attempts to establish them may prove at best unprofitable. It is with deference that we suggest that Prof. Bradley has occasionally laid himself open to such criticism, though less, perhaps, in spirit than in letter.

Such notes as that on Othello's courtship are nothing but illuminating; of other passages (some of the remarks on Hamlet, for example) we feel more doubt. But, as to this matter, Prof. Bradley states his own view—"though it is quite possible that Shakespeare never imagined any of these matters clearly, and so produced these unimportant difficulties, we ought not to assume this without examination"—and there is never any trace of pedantry in his analysis of such details. Suspicion of any such thing is dispelled when we turn to his lectures on "King Lear."

In his inaugural lecture at Oxford Prof. Bradley spoke of poetry as embodying "in its own irreplaceable way something which embodies itself also in other irreplaceable ways, such as philosophy or religion," and again, "This unique expression, which cannot be replaced by any other, still seems to be trying to express something beyond itself, and this we feel is also what the other arts and religion and philosophy are trying to express." His treatment of "Lear" strongly recalls this passage. "Lear" he considers inferior as a drama to the other three tragedies, yet in one way greater than any of these, and the fullest revelation of Shakespeare's spirit.

He treats the play with an extraordinary insight and helps us to realize how its very imperfections as a drama and its obscurity and contradictions in detail are, in a way, evidences that it is a work scarcely to be assigned to any one region of art, so closely is it allied, in the spirit of it, to that something of which each art is but a partial manifestation. In "Lear" we have great world movements, heard again in Beethoven's later works, or in a Brahms' symphony. It is by looking at it thus as something beyond a drama that we can see how it deals the very death blow to pessimism. The worst of suffering has happened, but here "adversity, to the blessed in spirit, is blessed." "In the world the only real thing is the soul, with its courage, patience, and devotion. And nothing outward can touch that."

After reading such passages as these, which "take us to the very heart of Tragedy," it is salutary to remember the warning Prof. Bradley himself gives us at starting. "We cannot arrive at Shakespeare's whole dramatic way of looking at the world from his tragedies alone." Tragedy, even as Shakespeare sees it, does not give us the whole truth of life any more than "As You Like It" or "Winter's Tale." Life can only be looked at as it is in "King Lear" because those other ways of looking at it are also true.

Shakespeare has been with us some three hundred years, but, as with the Bible, we can never reach to the full significance of all he has to give us in works embodying some of those permanent truths which are kept young and fresh for ever in the light of fresh experience and knowledge. And it is difficult in any way to estimate the value of such a book of original criticism as Prof. Bradley's. It seems to us to be the work of a philosopher and an exact and far-seeing scholar, who writes in the spirit of the best of former Shakespearian critics (of Goethe, Coleridge, and Charles Lamb), and on whom their mantle has fallen.

"English Men of Letters."—*Sydney Smith.* By GEORGE W. E. RUSSELL. (Price 2s. net. Macmillan.)

When Mr. George Russell was a Harrow boy, his father, Lord Charles Russell, no mean judge of literature, gave him the "Collected Works" of Sydney Smith, exhorting him to study them as models of forcible and pointed English. "From that day to this I have had no more favourite reading."

These are the credentials that Mr. Russell presents as a monographist, and we can desire no better. Not many of the present generation have even looked into the "Collected

Works," and Sydney Smith, like Talleyrand in France, has left a name to point an epigram or father a doubtful joke. His true greatness as a pamphleteer is forgotten, and Mr. Russell has done good service in reviving the memory of the Peter Plymley and Archdeacon Singleton Letters. To those of an older generation, like the present reviewer, who possess the "Works" and occasionally read them—though not with the lifelong devotion of Mr. Russell—the page after page of quotation will be resented as a piece of otiose book-making. In a monograph we look for criticism and characterization—not for elegant extracts.

On the political side of Sydney Smith's career—the part he played in the carrying of Catholic Emancipation and the Reform Bill—we do find some illuminative comments. Mr. Russell has, in his time, played the game of politics and understands the ins and outs. Yet even here we miss the judicial attitude. Mr. Russell leaves the impression (we are sure it is a false one) that he endorses the grotesque travesties of the Whig pamphleteer who paints Canning as nothing more than a small table-wit and Spencer Percival as a monster of jobbery and self-seeking.

To Sydney Smith as a Churchman Mr. Russell appears to us to do both more and less than justice. In condemning his Arminianism, his ignorance of the meaning of "Catholic," his lax and loose theology, he does not make sufficient allowance for the age. On the other hand, it is only in the broadest sense of the word that Sydney Smith can be called "a genuinely religious man." He entered the Church, to use his own phrase, as a *pris-aller*, and to the end he regarded the services and ordinances of the Church—shall we say as Charles Lamb regarded the India Office? An anecdote, which we give on the authority of the late Mr. Rogers, of Bishopsgate, is significant. Sydney Smith was staying with a country squire of the name of Kershaw, and one Sunday at breakfast he laid a wager that he would make the company laugh in the course of his sermon. The sermon was staid—in fact, soporific—till, just at the close, the preacher, pretending to sneeze, gave vent to a stentorian "kershaw" and won his bet. We know from Boswell how Dr. Johnson would have viewed such levity.

Of Sydney Smith's conversational powers we may say, as Mr. Russell says of Sir Leslie Stephen's biography, "he has added little to what was already known." This is the biographer's misfortune, not his fault. The witty author of "Collections and Recollections" has had here no scope for his better half.

The Works of Charles and Mary Lamb. Edited by E. V.

LUCAS. 7 vols. (Price 7s. 6d. per vol. Methuen.)

Lovers of Lamb—and they multiply instead of decreasing with years—will rejoice at the completion of this unique library edition, which includes, with some unavoidable exceptions, all the published work of Lamb and his sister, much that had appeared anonymously and has by the indefatigable editor been authenticated as Lamb's, and, besides, near a century of letters now printed for the first time. A complete edition it cannot claim to be for various causes. The law of copyright forbids the inclusion of many letters; other letters are withheld through the dog-in-the-mangerishness of autograph collectors; and there is always the chance that further reviews and fugitive pieces may be traced among the files of old newspapers or recovered from forgotten magazines. For the perfect edition we must wait at least another generation. Meanwhile, we may well be content with an edition which gives us for the first time the dramatic specimens, which includes "The King and Queen of Hearts" discovered by Mr. Lucas, in addition to all the children's books of brother and sister, and reproduces all the original illustrations. Add to this annotations which are at once full, concise, and pertinent. No modern author stands so much in need of an annotator as Lamb. He is, indeed, rarely obscure, but he is as allusive as his favourite Burton. He quotes from memory, like Bacon, and his quotations, even those in inverted commas, are often echoes rather than transcripts. There is in Lamb's case the further difficulty of determining how much is *Dichtung* and how much *Wahrheit*. He delights in throwing dust in his reader's eyes. In his autobiography he romances, and under the garb of romance he paints his very self. He never idealizes himself like Goethe or poses as the *fanfaron de ses crimes* like Rousseau; but he takes a childish delight in playing at hide-and-seek and mystifying his readers.

Throughout Mr. Lucas is a safe guide. He gives us the missing word, and never a word too much. No subsequent discoveries can cancel our debt to Canon Ainger. He was the first explorer and served Lamb as Boswell served Johnson. Mr. Lucas, if we may pursue the analogy, has played the part of Dr. Hill. Not only has he made fresh discoveries, but he has restored the text in passages which had been expurgated by a clerical editor as improper or profane. We have noted a few misprints. In Vincent Bourne's verses, Vol. I., page 337, read "audit" for "auditi" and "aut" for "ant." On page 487, the translation of Prudentius cannot stand: *impune qualifis tutili, not cadentium*.

Personal and Ideal Elements in Education. By HENRY CHURCHILL KING. (Price 6s. 6d. Macmillan.)

The title is somewhat of a misnomer; for there is very little about education in the book. The first sixty-three pages contain the author's presidential address in Oberlin College, May 13, 1903, in which the spiritual aims that should be included in University education are dwelt upon. The remaining 210 pages are on religious subjects, and education is only incidental in this connexion. We heartily agree with the author in his concern for the ideal and spiritual side of life in a time in which, superficially at least, machinery, commercialism, and practical materialism are dominant; but we cannot say that this book shows more than good feelings, good intentions, and much earnestness. Nearly everything true it contains has been said better and more concisely before. The essays were all originally spoken addresses, and may have been more impressive when heard than they are when read.

The Infant School: its Principles and Methods. By J. GUNN, M.A., D.Sc. (Price 3s. 6d. Nelson.)

This is an excellent and complete book on its subject. It gives a thorough account—as far as psychology can assist us—of the important features of the nature and mind of a young child and his growth—physical, mental, and moral. It is written, moreover, with much sympathy with children and experience of them, while the tone of the whole book is thoughtful, observant, and minutely careful. All the various sides of infant-school work are dealt with in detail—kindergarten work and plays, object-lessons, drawing, singing, reading, &c., and most valuable practical information and suggestions are given on each. We have rarely seen a book in which the psychological side and the practical school side are both so well done, and in which the views of the purpose of education are so high, while the methods suggested are fully explained and feasible. It ought to be of the greatest value to every teacher of young children and to mothers.

Oberlin and his Educational Work. By H. HOLMAN. (Price 1s. Charles & Dible.)

Mr. Holman has done an excellent piece of work in writing this biography of Oberlin. A quotation from the preface will show the spirit in which the whole book is written. "Oberlin was a man who in a remote place and with small means founded and maintained a complete system of social and moral instruction which raised the people from a condition approaching barbarity to a level of civilization previously unknown in such a district. He caused the children of the poor to be well and generously educated at a time when it was thought unnecessary and dangerous to give any education whatsoever to such. And yet he is a man of whom little is known from an educational standpoint; though he is always referred to as the real founder of infants' schools, whenever this question arises. It is time that a man whose life and work are so well worth knowing was well known." The story of educational progress is often concerned with the biography of great philanthropists. Mr. Holman points out, however, that the story of Oberlin contains elements which, in their heroic devotion to the cause of the infants, disclosed a work and a personality which throw light upon the science of education, through their sheer humanism, and the insight into helpfulness which may come through love as well as through trained knowledge and the study of methods. Oberlin is a study in humanism, for, though he had been well educated, it is his charity and breadth of human sympathy that especially attract. "He was ever a friend of the helpless, the outcast, and the defenceless. He received the poet Lenz into his household when he was suffering from mental disorder and watched over him with the greatest tenderness." We read: "He shakes hands with all the little children as he passes them in the street, speaking particularly to them individually." And again: "I never met with anything like the cultivation of mind amongst poor people as in his village." Mr. Holman has written *con amore*, and all educationists will be glad to read the story of this man, who in his life-time did so much educationally, by sheer personal influence. There are several interesting illustrations, a bibliography, and a useful index by Mrs. Holman. The book is published at one shilling net.

The Epistle of St. James. With an Introduction and Notes. By R. J. KNOWLING, D.D. (Pp. lxxx, 160; price 6s. Methuen.)

Dr. Knowling has in this volume given us an admirable commentary. It is a model of lucid and scholarly exegesis. We are especially grate-

ful for this, as there was a real need of a competent and well balanced commentary on this Epistle. Dr. Mayor's well known work, though valuable and elaborate, is very one-sided. The introduction (pp. l-xxx) is thorough and critical. The writer, while emphasizing the Jewish character of the Epistle, rightly insists that it is essentially a Christian document. The theory that it is a Jewish work with slight Christian interpolations (championed by Spitta and others) is very adequately dealt with. The writer also maintains its early date (before 60 A.D.) and identifies its author with James "the Lord's brother"—the James of Acts xv. and Gal. i.—whom he regards as not having been a member of the Twelve. There is also a most interesting discussion of the question of the "Lord's brethren." Dr. Knowling inclines to the Epiphonian theory—which also numbers among its advocates the late Bishop Lightfoot—and regards the "brethren" as being the children of Joseph by a former marriage, and, therefore, the elder brothers of Jesus. Some very effective criticism of the rival theories follows. In the last section of the introduction—"Modern Life and some Aspects of the Teaching of St. James"—there is much that is stimulating and wise which will appeal to the modern mind. Space forbids quotation. It is almost superfluous to add that the notes on the text are models of clear and scholarly exegesis. They bear evidence at every turn of ripe knowledge and critical acumen. At the same time they are framed in untechnical language, and will therefore meet the needs of the intelligent general reader as well as appeal to the professed scholar and theologian. To the latter the book will prove indispensable. While popular in the best sense of the term, it is a real and notable contribution to scientific exegesis.

Spanish Correspondence and Technicalities. By W. N. CORNETT.
(Price 2s. net. Hirschfeld Bros.)

The title explains the ground covered by this excellent manual. Any student who works through this book in accordance with the compiler's suggestions, and so makes himself master of its contents, will be fully qualified to act as Spanish correspondent in a business firm.

Spanish Commercial Practice. Part I. By GRAHAM and OLIVER.
(Price 2s. 6d. Macmillan.)

A summary of the contents of this compilation will be sufficient to show its great utility. In addition to ninety pages of Spanish correspondence—followed by a sound English translation thereof—there are thirty-nine pages of questions (in Spanish) upon business affairs and twenty-eight pages of suitable matter for translation into Spanish. Much care has been bestowed upon the selection and arrangement of the subject-matter, and—not a common combination—the compilers know not only Spanish, but also the *technique* of business.

The Saga of the Sea Swallow. Told by MAIDIE DICKSON.

Illustrated by I. D. BATTEN and H. FAIRBAIRN. (Innes & Co.)

If the author of "The Sea Swallow" should chance on the admirable paper "Concerning Children's Books" contributed by Miss Gertrude Slater to the January number of *The Journal of Education*, a glow of righteous self-satisfaction ought to reward her pretty bit of work, though the work itself is so good as to suggest that her inherent modesty would prevent any such fervour of self-appreciation. For in these charming tales of adventure and of love there is the healthy poetry of high courage and faithful endurance. Here, too, we find wider scenery and more varied companionship than in those school-room tales where, as Miss Slater points out, the very fact that the heroes and heroines are all children is apt to make the moral atmosphere somewhat limited and unwholesome. To an ignorant reviewer it seems that Miss Dickson's use of the Norse mythology is so skilful and able that her beautiful modern "Saga" might easily be mistaken for old Norse traditions. And of the story of Greenfeather the Changeling, the fairy who for love gave up all hope of a soul and found, to his surprise, that his soul had been born in the act of renunciation, it may be truly said that it is a fairy tale worthy of Hans Andersen and of the masterly illustrations with which Mr. I. D. Batten and Miss H. Fairbairn have adorned the volume. The use made of Irish folk-lore in the "Changeling" story is as clever as the interweaving of Norse mythology in "The Saga"; and there is a fascinating picture of little Norah riding the "Pooka." If it be correct, by the way, that *pucca* is Welsh for "fairy," it suggests a question as to how far *pucca* and "Pooka" and "Puck" and "pixie" may all be related.

"Blake's Historical Charts."—No. 1, *General Chart of English History, 1066-1903*. No. 2, *Contemporary European Rulers, 1066-1903*. (Bacon & Co.)

These charts can be had in four forms—in paper covers plain, the same coloured, mounted on cardboard, and on cloth, rollers, and varnished. They are drawn to scale, an inch to every forty years, events being given vertically. The plan is excellent for showing graphically the relation of events, but it sets at defiance Scott's sentiment—

"One crowded hour of glorious life
Is worth an age without a name."

The print is too small for them to be serviceable for form teaching, but, with a small class and still more to the private student, they will prove a valuable aid. The price is most reasonable, ranging from 9d. to 3s. 6d. net.

"Blackie's Modern Language Series."—*Practice in Conversational French.* By F. S. GROSSE and HOWARD WEBBER.

These conversations are well schemed as an introduction to everyday French, but we do not see much use in Part III.—the questions in English to which the dialogues give the clue. There are some careless blunders which should be corrected in another edition. On the first page we find, "les malles que j'ai fait enregistries," and in the next dialogue "hors d'œuvres," though correctly given as "other hors d'œuvre" in the English.

Le Théâtre à l'Ecole. By Mrs. J. G. FRAZER.

(Price 1s. Macmillan.)

Three pretty little plays. Mrs. Frazer combines three qualities rarely combined among writers of school books—knowledge of French, knowledge of children, and wit. The second play, which turns an old and not over decent *fabliau* into an innocent modern farce, is capital.

A Handbook of French Dictation. By D. A. WYNNE WILLSON.

(Price 2s. Blackie.)

The actual passages for dictation occupy less than half the volume. The other half consists of rules of pronunciation, accidence, and syntax with illustrative examples. This is obviously better than the usual method of choosing a passage at random, with or without hints from the teacher. The book is well planned and well graduated. The portion on pronunciation will require to be supplemented by Paul Passy or some more systematic handbook of phonetics, and it seems to us a mistake to put the verse before the prose. Otherwise we have nothing but praise.

"Bell's Miniature Series of Great Writers."—*Chaucer.*

By Rev. W. TUCKWELL. (Price 1s. net.)

We happened the other day to be present at a discussion on whether Chaucer was a suitable subject for school study. The disputants ranged themselves into opposite camps—school teachers who held that he was the most stimulating of poets for the young, and University professors who held that to those who knew no Early English Chaucer must be a closed book. Mr. Tuckwell is clearly on the side of the teachers, and his booklet goes to show how a little learning may go a great way towards the appreciation of our first—and, in some ways, our greatest—national poet. Perhaps he makes too light of the prosody, which, as a misquoted line of Matthew Arnold shows, is not his strong point; but he has a true sense of Chaucer's greatness as a poet and a storyteller, and we can heartily recommend the book to beginners.

The World of To-day. By A. R. HOPE MONCRIEFF.

(Gresham Publishing Company.)

This is the first volume of a series to be completed in six volumes issued quarterly. The published price is 8s. net, but no order can be accepted except for the entire work. It is, perhaps, impertinent to offer publishers advice on their own business, but we cannot help thinking that, if the first volume had been purchasable separately, the sale would have been largely increased. Assuredly there is good money's worth if we reckon only the maps, cuts, and reproductions of photographs so plentifully supplied. We mention them as the feature that first strikes the eye, but the text is no less attractive. Mr. Moncrieff has the happy art of mixing grave and gay. He has gone to the best authorities and the latest books of travel for his information, and he weaves his information together in an easy and graceful narrative. Centres of interest vary from year to year, and when the work was started Korea and Manchuria were little known and less cared for. Their changed aspect since the war broke out is not ignored, but slightly treated. For the teacher of geography the book will prove a valuable aid, affording him not only the latest statistics, but plentiful illustrations of life, manners, and customs.

Les Aventures d'Ulysse. A Reading Book. By G. G. COULTON.

(Hachette.)

This is a Reader on a plan which we hope to see more generally adopted. Mr. Coulton has taken Bètaube's translation of the "Odyssey" as his basis, and, instead of supplying notes, has adapted the text for young readers. As Herbart maintained, there can be no better book than the "Odyssey" for the first stage of instruction, and the book will legitimately serve a double purpose—to impart a knowledge of French and to familiarize a modern class with the best story in the world. (Questions for *viva voce* and passages for retranslation are added at the end.)

Angier-Sandeau: La Pierre de Touche. Edited by H. W. PRESTON.
(Price 8d. Blackie.)

From a school point of view this is an excellent play—a fund of idiomatic French—though, regarded simply as a play, we should hardly assign it so high a rank as the editor. The villain of the piece is a monster redeemed by no virtue, and it is incredible that he should ever have composed the inspired symphony which is the mainspring of the action. For the annotation we have nothing but praise: the real difficulties are pointed out, and there are no constricts and no padding.

Letters of Thomas Gray. Vol. II. By DUNCAN C. TOVEY.

(Price 3s. 6d. G. Bell.)

This volume contains the letters from 1758 to 1762 inclusive, together with those of Mason during the period. Gray is mostly resident in

London, though his headquarters are at Pembroke College, and he pays frequent visits to distinguished friends. His only publications during these years are "The Progress of Poesy" and "The Bard." Mr. Tovey has done well not to pursue the literary quarrel that loomed large in his first volume, but he cannot resist a final fling. Gray writes to Mason: "Tell me what to do with your Zumpe"; and Mr. Gosse suggested that it is a noun derived from the sound of the verb *zombare*, "to thump" or "bang." Whereon Mr. Tovey: "It is a pity that all this erudition should be thrown away. Zumpe is simply the name of a pianoforte maker. People said 'a Zumpe' as they now say 'a Broadwood' or 'an Erard.'" The notes show the same close acquaintance with the eighteenth century and the same painstaking research that commended the first volume. We have only noted two or three unimportant misprints, such as Fénelon with a superfluous accent.

Conjugation of French Verbs regular and irregular; same of German, Italian, Spanish Verbs. (Price 6d. net each. Hirschfeld.)

Convenient booklets bound in paper that may be carried in the pocket and coned at odd moments. There is no attempt at scientific classification, and it seems to us a waste of space to give the English of each person.

The Intermediate French Reader. Edited by MAURICE GEROTHWOHL. (Price 2s. 6d. Murray.)

This Reader is founded on "French Principia," Part II., but is virtually rewritten. The first half consists of short extracts, mainly on natural history; the second part of chapters from the history of France. For those who like extracts we can recommend the volume, which is well printed and cheap. A good feature is the keeping apart the historical notes (in French) from those on grammar. The latter, we think, might well be dropped.

German Strong Verbs and Irregular Weak Verbs. By CARL HEATH. (Price 1s. Blackie.)

The tables are conveniently printed with a headline to each verb in black type thus—

brechen (To break), *brechend*, *gebrochen*.

We fail, however, to see the use of giving the present participle or the tenses in full. It would be well to note the verbs conjugated with *sein*.

(1) *An Introduction to the Theory of Optics.* By ARTHUR SCHUSTER. (Price 15s. net. Edward Arnold.) (2, 3) *A Text-Book of Physics.* By J. H. POYNTING and J. J. THOMSON. *Sound.* Third Edition. (Price 8s. 6d.) *Heat.* (Price 8s. 6d.) (Griffin & Co.)

These three volumes are of very similar character and may fitly be dealt with in the same notice. They are all by men whose names are household words amongst physicists and who are equally distinguished as investigators and as teachers. Their names are sufficient certificates of the excellence of their writings, and one need not, therefore, waste space in commending the three books mentioned above to the educational public. Indeed, that one of them has already commended itself to that public is proved by the fact that it has arrived at its third edition before either of the other parts of the series of which it formed the first volume had seen the light. In spite of the title of the first book upon the list, "An Introduction," &c., it must not be supposed that these are school books. They are meant for students of the University level and presuppose—especially the first of them—a considerable acquaintance with mathematics. The subject of optics, with its underlying theories, is one which requires a clear, definite, and magisterial exposition at the present day, though, as Prof. Schuster himself points out, the problem of light will only be solved when we have discovered the mechanical properties of the ether. Meantime, there is no man better qualified than Prof. Schuster to explain to students the exact position of knowledge at the moment; and we can commend his book, as well as those by Profs. Poynting and Thomson, to teachers of all grades and to higher students of the subject of physics.

The Cambridge Natural History.—Fishes, Ascidiæ, &c. (Price 17s. net. Macmillan.)

This, the latest volume of "The Cambridge Natural History," is not less interesting or valuable than its predecessors in that important series. It contains articles on the "Hemichordata," by Dr. Harmer, one of the editors of the series; on "Ascidiæ and Cephalochordata," by Prof. Herdman, of Liverpool; and on "Fishes." The section on "Cephalochordata" relates, of course, to the dozen or so species of "Lancelets," the *Amphioxus* so much dealt with by the text-books and so valuable to the student of vertebrate morphology. But the greater part of the book deals with the subject of fishes, and of that part the lion's share falls to Prof. Bridge, of Birmingham. In fact, the entire subject falls to his lot, save for an article on the "Teleostei," which is contributed by Mr. Boulenger, of the British Museum. Prof. Bridge has long been known as one of the most active workers in England on the subject of ichthyology, and it appears to us that his work, as now given to the world in this volume, is worthy of his reputation. For the most part the book, like its predecessors, is one for the advanced student or a work of reference for the general biological library, and in

both these directions it will be deservedly welcome. But even the general reader will find much to interest him in the accounts of the various kinds of fishes, and especially in the description of their outward form and coloration. We should like to call special attention to the chapter on "The Air-sac"; for Prof. Bridge is known to have made a special study of that singular and interesting appendage, and anything that he has to say upon it is worthy of all attention.

Gautier: Prose et Vers. Edited by F. B. KIRKMAN. (Price 6d. Black.)

Gautier is an artist born, and the advanced French pupil can have no better model. The defect of these selections is that the prose and verse are *disparate*. The animal stories from the "Ménagerie intime" are easy enough for a fourth form boy; most of the poetry is fitted only for the sixth. The notes (in French) are brief and to the point. We have marked one or two errors. *Le grand retour* is not the return after Austerlitz, but the escape from Elba. *Vin clair* is not "pale," but "clear, clarified wine." *Nyctalope* is not "night-blind," from *nyct*, "blind," but "night-seeing," from *nyx*.

We have received from Messrs. Stanford a mounted *Orographical Map of Lancashire and Cheshire* on the scale of 2 inches to the mile. Heights are marked by various shades of brown, and an excellent idea is presented of the general lie of the country. Towns of over 100,000 inhabitants are indicated by *hachures* of light red. These are liable to be confused with the browns, and we should have preferred black. There is a praiseworthy parsimony of names, and the map will satisfy all the requirements of the teacher of physical geography.

BOOKS ON GEOMETRY.

- (1) *Elementary Geometry: Practical and Theoretical.* By C. GODFREY, M.A., and A. W. SIDONS, M.A. (Price 3s. 6d. Cambridge University Press.) (2) *Solutions of the Exercises in Godfrey and Sidons's Elementary Geometry.* By E. A. PRICE, B.A. (Price 5s. Cambridge University Press.) (3) *Solid Geometry.* By Dr. F. HOEVAR. Translated and adapted by C. GODFREY, M.A., and E. A. PRICE, B.A. (Price 1s. 6d. Black.) (4) *A School Geometry, Parts I.-V.* By H. S. HALL, M.A., and F. H. STEVENS, M.A. (Price 4s. 6d. Macmillan.) (5) *Theoretical Geometry for Beginners, Parts III. and IV.* By C. H. ALLCOCK, M.A. (Price 1s. 6d. each part. Macmillan.) (6) *A New Geometry for Schools.* By S. BARNARD, M.A., and J. M. CHILD, B.A. (Price 4s. 6d. Macmillan.) (7) *Experimental and Theoretical Course of Geometry.* By A. T. WARREN, M.A. (Price 2s. Clarendon Press.) (8) *Plane Geometry Practical and Theoretical.* Books I., II., and III. By J. S. MACKAY, M.A., LL.D. (Price 2s. 6d. Chambers.) (9) *Elementary Geometry, Parts I. and II.* By C. HAWKINS, M.A. (Price 2s. each part. Blackie.) (10) *Elementary Pure Geometry, with Mensuration.* By E. BUDDEN, M.A., B.Sc. (Price 3s. Chambers.) (11) *Geometry on Modern Lines for Elementary Students.* By E. S. BOULTON, M.A. (Price 2s. Methuen.) (12) *A New Geometry for Beginners, Theoretical and Practical.* Second Edition. By R. ROBERTS, B.Sc. (Price 1s. 6d. Blackie.) (13) *First Lessons in Observational Geometry.* By Mrs. W. N. SHAW. (Price 2s. Longmans.) (14) *Preliminary Geometry.* By R. ROBERTS, B.Sc. (Price 1s. Blackie.) (15) *Practical Geometry for Beginners.* By W. LE NEVE FOSTER and F. W. DOBBS. (Price 2s. 6d. Macmillan.) (16) *Elementary Plane Geometry.* By A. BAKER, M.A. (Price 2s. Ginn.) (17) *An Introduction to the Study of Geometry.* By A. J. PRESSLAND, M.A. (Price 1s. Rivingtons.) (18) *Examples in Practical Geometry and Mensuration.* By J. W. MARSHALL, M.A., and C. O. TUCKEY, M.A. (Price 1s. 6d. Bell.) (19) *Constructive Geometry.* By J. G. KERR, LL.D. (Price 1s. 6d. Blackie.) (20) *Practical Geometry, with Mensuration.* (Price 1s. Oliver & Boyd.)

We have before us more than a score of new text-books on geometry, most, but not all, of them inspired by the recent reform in the methods of mathematical teaching. It is a welcome feature that the authors are connected with all the different types of secondary schools. Eton, Winchester, and Haileybury are represented by their senior mathematical masters and others; Harrow, Rugby, Charterhouse, Clifton, Dover, and the Edinburgh Academy by assistant masters; the Technical Colleges of Bristol and Derby by mathematical lecturers; and the Higher-Grade School at Darwen by its Head Master.

(1) Among the recent additions to our geometrical library, a high place must be assigned to this book. It follows very closely on the lines adopted by the University of Cambridge, and the authors are well qualified for giving expression to the new regulations, as one of them served on the Syndicate by which they were recommended. As most of our readers are probably acquainted with the scheme, we need say no more than that the first book deals with angles at a point (Euclid I. 13-15), parallel straight lines (I. 27-30), and triangles and rectilinear figures (I. 32, 4, 26, 5, 6, 8, 18, 19, 34, &c.), the second book with areas, the third with the circle, and the fourth with similarity. There is a good introduction on experimental

geometry, and the exercises in the theoretical portion are appropriate and numerous—so numerous indeed as almost to bury the propositions out of sight. It is one of the advantages of the new arrangement that the earliest theorems provide far more exercises than were possible with the old order. The proofs also are in most cases shorter, less tedious for the examiner to peruse, and, with one exception, present no undesirable difficulty to the beginner. The exception is, however, an important one and occurs almost on the threshold, and it is unfortunate that the authors should be obliged to recommend its omission on the first reading. The rest of the first book is well ordered and interesting. The same may be said of the third and fourth books, except that we think it would have been better at the first introduction of the tangent to have considered it as the limit of the secant. The second book, on areas, is the least satisfactory part. It is even duller than the second book of Euclid. Taking the work as a whole, however, it is freshly written; as an introduction to the principles of geometry it has few rivals. At the same time, we think that it leads the young student too easily along; difficulties are anticipated too freely; it is a less efficient means of mental discipline than some of the admirable editions of Euclid published during the last ten years.

(2) The exercises in Godfrey and Siddons number nearly two thousand. The great majority of them are so easy that it is doubtful whether any useful purpose is served by the publication of a key. This remark does not, however, apply to the numerical examples, the answers to which may save teachers some trouble. The book is printed in the same clear manner as the original. The diagrams are even better.

(3) The course of elementary geometry being shortened by the recent changes, solid geometry may be begun a year or more earlier than before, and on this account a simpler and less formal treatment than usual may be desirable. Dr. Hocevar's work, which is here translated and adapted to English wants, is a natural sequel to the "Elementary Geometry" of Messrs. Godfrey and Siddons. We can only regret that the editors should have gone abroad for a text which they could have written equally well or better themselves.

(4) There is some of the familiar look of Euclid in Messrs. Hall and Stevens's "School Geometry." The order is, of course, different, involving a corresponding change in some of the proofs, but about one half of the theorems are practically unaltered. There is also a resemblance to Euclid in the preference for a logical order of propositions adapted to beginners rather than for a too rigid grouping according to subjects. In a period of transition, such as that through which we are passing, many teachers will prefer a book the authors of which favour a gradual reform and "follow the Example of Time it self; which indeed *Innovateth* greatly, but quietly, and by degrees, scarce to be perceived." We have now before us the whole book, so far as concerns plane geometry—the sixth part, on solid geometry, being in preparation—and we have no hesitation in recommending it as a textbook written without haste, containing no stumbling-blocks for beginners, and yet making sufficient demand on their powers of independent thought. In the first part we have the usual propositions on lines and angles, parallels, triangles, and parallelograms; in the second the propositions on areas contained in the first book of Euclid, with additions. Part III. deals with the circle, and the authors have adopted the wise plan of giving alternative proofs of the properties of the tangent depending on its definition as the limit of a secant. In Part IV. they return to areas, and especially to those propositions originally contained in the second, third, and fourth books of Euclid. The only change that we could wish to see in this part is the addition of short alternative proofs of Euclid II. 4-7. The last part, on proportion, relates, as is now usual, to commensurable magnitudes only; and contains useful appendices on maxima and minima, harmonic section, pole and polar, &c. Throughout the book theorems and problems are separated; and the exercises are generally duplicated, the first set being numerical and graphical, the second theoretical.

(5) Another book of the first order is Mr. C. H. Allcock's "Theoretical Geometry for Beginners," the third and fourth parts of which we are glad to welcome. The former contains the theorems and problems on areas in the second, third, and fourth books of Euclid, with some additions; the proofs of the second book theorems being purely geometrical, but avoiding Euclid's tedious use of the diagonal. It also includes a chapter on the radical axis. The fourth part treats of proportion, on the basis of commensurable magnitudes, and of its applications in modern geometry. This latter portion, especially, is of great value and interest; the subjects of maxima and minima, inversion, the complete quadrilateral, &c., being discussed at much greater length than usual, and illustrated by admirable series of examples. The diagrams are neat and clear. Before deciding on any new textbook, teachers would do well to give Mr. Allcock's work a very careful examination.

(6) There are many points of resemblance between the work of Messrs. Barnard and Child and that which stands first on our list. One of the authors served both on the sub-committee of the Mathematical Association and on the Syndicate appointed by the University of Cambridge. Their book is divided into three parts. The first, a brief one, relates to the fundamental concepts of geometry. The

second gives at some length practical constructions with proofs, together with proofs of those theorems required to give coherence to the whole. The third, or theoretical, section includes, with some additions, the course of theorems recommended by the Cambridge Syndicate; and in parts is therefore identical with the scheme followed by Messrs. Godfrey and Siddons. There is the same preliminary obstacle in the fourth proposition (Euclid I. 27), but the proof here is briefer and more difficult; and the treatment of the theorems on areas is the same. The chief difference between the two books lies in the higher standard aimed at by Messrs. Barnard and Child. The exercises are wider in their range of difficulty, and more advanced theorems are introduced. The volume is well printed, but the diagrams are in white on black ground, a change that can hardly be called an improvement. Nevertheless, the book is in many ways an admirable one, and, in the race for preferment, is sure to take one of the front places.

(7) The volume last noticed has been re-issued in two parts, of which we have received that designed for junior forms or for candidates for the Oxford and Cambridge Junior Local Examinations. It is not, however, merely a reprint, for it contains several additional sections, and the introductory exercises begin without formal definitions. In its division into three sections it corresponds with the larger work. The ground covered by it is roughly that of Euclid I., III. (1-31), and part of IV.

(8) The experimental and theoretical portions in Mr. Warren's volume divide it into two nearly equal parts; but, in the latter, he has followed the useful plan of giving references to corresponding articles in the experimental course, so that the two parts may, if desired, be studied concurrently. Attention should be directed to the care with which, in the first part, the constructions and measurements lead up to the "conclusions drawn"; so that the pupil is led to discover for himself the properties which he is afterwards to prove. In the second part, considerable use is made in the proofs of methods depending on the folding of the figure about a line or on its rotation about a point in its plane. Geometrical proofs of the theorems in the second book of Euclid are replaced by illustrations of some algebraical identities, and the tangent is treated as the limit of a secant. We must confess to an old-fashioned prejudice in favour of denoting lines and angles by letters, rather than by ticks or other marks placed upon the figures.

(9) One of the best editions of Euclid is that by Dr. J. S. Mackay, of the Edinburgh Academy, and we are glad to see that he has brought out a course of plane geometry in which all that is of value in the first four books of Euclid is retained. Only eighteen pages are given to practical geometry, an abbreviation with which we are inclined to agree. With regard to the theoretical portion of the book, we need only say that we have seen nothing better, and that the section on areas leaves little to be desired. A new feature appears in the short section on geometrography, the object of which is "to discover which of the various ways of solving a problem is the simplest, or, in other words, which way requires us to perform the fewest number of operations."

The remaining works on our list must be noticed somewhat more briefly. (10) We are indebted to Mr. Cecil Hawkins for an interesting course of plane geometry on the lines suggested by the Cambridge Syndicate. A few of the proofs might be made more simple and direct. The usual order of the theorems on parallels (Euclid I. 27 and 29) is inverted, but without any gain in simplicity. The discussion of areas follows the lines of the Cambridge report. Tangents are treated as the limits of secants. There are numerous and varied exercises. (11) In a volume of less than 300 pages Mr. Budden gives chapters on experimental geometry, plane geometry, trigonometry as far as the solution of triangles, pure geometry (inversion, harmonic and polar properties, cross ratios, involution, perspective), geometrical conics, and solid geometry. The compression is too great. It is more an encyclopedia than a text-book of geometry. (12) Mr. Boulton introduces his readers with rapidity to the principal theorems of plane geometry, but his treatment is not altogether satisfactory, especially in the section on parallelism. If a course of geometry must be short, it is better to err on the side of too little than too much. (13) Mr. Roberts's little book has evidently supplied a want. It was first published in 1902, reprinted twice in 1903, and we have now a second edition, in which considerable additions have been made in order to meet the requirements of various examinations. (14) Mrs. Shaw's "First Lessons" were originally given as lectures at the Cambridge Training College for Women, and are well worthy of the wider circulation which they are sure to attain. It would be difficult to imagine a more helpful book for young teachers.

Our last seven books are on practical geometry. Any one of them would form a good introduction, and the teacher's choice will no doubt be guided mainly by expense and the time he intends to give to the subject. (15) In his "Preliminary Geometry" Mr. Roberts gives a short introduction on lines, angles, triangles, quadrilaterals, polygons, and circles, which cannot fail to be useful. (16) Messrs. Foster and Dobbs's "Practical Geometry for Beginners" is a valuable work. The first part is intended to be studied alone, the second in conjunction with a text-book on theoretical geometry, such as that by their colleague

Mr. C. H. Allcock. The authors have limited themselves, and wisely, to the subject-matter of the first book of Euclid. (17) In Prof. Baker's "Elementary Plane Geometry" we have the views of an American teacher, which coincide very nearly with those that have been recently acquired here. The need for accuracy in drawing is strongly insisted on; and the exercises are arranged so as to lead up to the discovery of geometrical properties. (18) In his brief "Introduction," Mr. Pressland assumes no more than that his reader can sharpen a pencil, and teaches him rapidly to draw geometrical figures with accuracy and to recognize some of their properties. (19) The "Examples" drawn up by Messrs. Marshall and Tuckey have been in use for some time in Charterhouse. There are no diagrams, and instructions are left to the teacher to supply. (20) The "Constructive Geometry," by the Head Master of Allan Glen's School, Glasgow, provides a course for the first year, corresponding to the subjects of the first three books of Euclid. (21) The last book on our list, which is not acknowledged by its author, covers a wider range: there being chapters on the ellipse, on solid geometry, and on the construction of graphs.

The Teachers' Rabelais. By GERALDINE HODGSON.
(Price 1s. Blackie.)

In a small volume of eighty pages Miss Hodgson, in a free and somewhat curtailed translation, gives us the chapter of Gargantua bearing on education. The introduction discusses, in a broad-minded spirit, Rabelais' place in the history of education, and points out in particular the close connexion between him and Erasmus.

English Works of Roger Ascham. Edited by ALDIS WRIGHT.
(Price 4s. 6d. net. Cambridge University Press.)

The "Scholemaster" and "Toxophilus" have been many times reprinted, and of the former Prof. Mayor has given us an admirable edition. The third of Ascham's works, "Report of the Affaires and State of Germany," is known to few. It would be impertinent to praise Dr. Aldis Wright as an editor. He has done well to correct *in situ* all the printer's errors in Greek and to give the other errata of the original copies in an appendix.

Murray's Small Classical Atlas. Edited by G. B. GRUNDY.
(Price 6s.)

The most striking feature of this new "Atlas" is its extreme clearness, due partly to the good type and partly to the use of coloured contours instead of *hachures* for mountains. We note, besides, plans of fourteen battlefields. These are hardly detailed enough to be of much use to the student of military history. On the other hand, Rome and the Forum have a page to themselves and embody all the latest explorations. If we compare Mr. Grundy's "Atlas" with the "Butler" of our schooldays, we shall be duly impressed with the strides made not only in cartography, but also in cheapness.

(1) *Contes des Chevaliers.* By Mrs. J. G. FRAZER. (Price 1s. 6d.)
(2) *Dumas' Les Aventures de Chicot.* (Price 2s.) (A. & C. Black.)

These are two volumes in the "Cours Élémentaire," both of them supplied with what we may term the *apparatus modernus* by Mr. F. B. Kirkman. The first consists of modernized stories from the "Chansons de Geste," including the beautiful romance of "Amis et Amile." The second, edited by Mr. A. R. Florian, we have already noticed in the first edition.

Select Tales of Hans Andersen. Edited by the Rev. H. J. CHAYTOR.
(Price 2s. Blackie.)

The notes are few, but sufficient, and there is a full vocabulary. Also exercises for retranslation, excellent in quality, but a little scanty in quantity. It makes an attractive volume. The only feature for which we do not care is the illustrations.

French Poems for Children and Beginners. By A. THIRION.
New Edition, Revised and Enlarged. (Price 6d. Hachette.)

These infantine poems are well adapted for learning by heart and forming the basis of a conversation lesson. They are nearly all poems of sentiment or moral fables, and will appeal more to a class of girls than of boys. An English boy will be shy of declaiming how he came home with a proud First and asked, as a reward, of his father a dog and of his mother a kiss.

Les Français du dix-huitième Siècle. By JETTA S. WOLFF.
(Price 1s. 3d. E. Arnold.)

This sequel to "Les Français d'autrefois" is a political—and not, as the title would suggest, a social—history. Mlle. Wolff writes simply and abstains from reflections, but, to our mind, the narrative is too crowded with facts. We have one serious complaint. The vocabulary is composed with little or no reference to the text. We tested it by page 13. The pupil who trusts to the vocabulary will begin his translation: "A deaf scolding (*grondement sourd*) made itself heard," and continue: "In this moment of disorder Dominus struck him with a blow of a knife. The blow failed. Wits (*les esprits*) felt themselves disposed to an *accommodement*." The last word is missing, as are *avant-coureur*, *procédé* in the same page. What possible use can such a vocabulary serve?

Faith of the Church and Nation. By the Right Rev. A. F. WINNINGTON INGRAM. (Price 3s. 6d. Wells Gardner.)

This volume of addresses and sermons by the Bishop of London is in part an answer to Canon Henson. It upholds the miraculous element of the New Testament in its plainest literal sense. To criticize or decide between the two divines is beyond our province, and all we need here say is that the Bishop impresses us by his sincerity and good faith. Old Blues will be glad to possess the Bishop's farewell sermon to Christ's Hospital.

Hazell's Annual for 1905. (Price 3s. 6d. net. Hazell, Watson, & Viney.)

The able editor studies the art of compression, no less valuable in a work of reference than the art of comprehension; and this year's issue is actually shorter by thirty pages than that of 1904. Under "Education," in addition to the usual statistics, we have special articles on the Passive Resistance Movement, Wales and the Education Act, and the new Regulations for Secondary Schools. On the other hand, if when so much is good we may hint some faults of omission, we can find no reference to the questions that most exercised the minds of secondary teachers during the past year—the Greek question at Oxford and Cambridge, Leaving Certificates, the conditions of Registration, the College of Preceptors' Federation Scheme. Surely, too, Mr. M. E. Sadler and his quasi-official visitations deserved a paragraph.

"Illustrative History."—*Tudor Period.* Edited by N. L. FRASER, B.A.
(Price 2s. Horace Marshall.)

This excellent little volume is intended to give some picturesque details, impossible to include in a text-book. The selections are well chosen, and not hackneyed, and include passages from the Venetian Rolls Series, Roger Ascham, Burnet, More, Roper, and others, as well as from the more familiar Scott and Macaulay. The illustrations are good.

"Illustrative History."—*British and Old English Period.* Edited by E. J. BALLRY, B.A., A.C.P. (Price 2s. Horace Marshall & Son.)

Uniform with the preceding, and the selections as wisely chosen and suggestive, those from Du Chaillu's "Viking Age" being especially interesting. Everything that brings the Scandinavian element in our race into prominence is valuable. The illustrations again are good.

"The Jack Historical Readers."—Third Book: *The Tudor Period.* By A. R. TILLEY, F.E.I.S. (Price 1s. 6d. T. C. & E. C. Jack.)

This is a good book, well printed and illustrated, and with several coloured pictures, somewhat gaudy perhaps, but all the more attractive to children for that, in spite of æsthetic opinion. It contains the words and music of a "Psalm invoking Divine aid against the Armada"—both good, the tune being really a fine one.

Helps to the Study of Milton's Areopagitica and English Sonnets.

By C. W. CROOK, B.A., B.Sc. (7¼ × 5 in., pp. xxxii, 98, 40; price 2s. Ralph, Holland, & Co.)

Mr. Crook is Head Master of the Higher-Grade School at Wood Green, and is worthily known as the editor of some of Shakespeare's plays. In the book before us he has supplied a good preface and introduction, and a set of notes which he elects to place at the foot of the page. The book is really two books, so that the sonnets have an introduction and a body of notes of their own. These are fairly adequate. The little volume is interleaved, and is provided with indexes.

Bacon's Advancement of Learning. Book I. Edited, with Introduction and Notes, by ALBERT S. COOK. (7¼ × 5 in., pp. lvii, 145; price 3s. 6d. Ginn.)

Mr. Cook, who is Professor of the English Language and Literature in Yale University, has supplied us with a good preface and introduction, including Rawley's "Life of Bacon," and critical estimates of Bacon by Nichol, Huxley, Brewster, Abbott, &c.—all very much to the point. The notes are partly taken from Mr. Selby's edition, with the elementary portion omitted, and partly are Mr. Cook's own; in either case they are good. They are written with care and judgment, and show a good knowledge of the matters to which Bacon refers.

"The Academy Shakespeare."—*Much Ado About Nothing.* With Introduction and Notes by T. E. MARGERISON, M.A. (7 × 4¼ in., pp. 164; price 1s. 6d. W. & R. Chambers.)

Messrs. Chambers have come to the conclusion that it is time to abolish the old editions, and to bring out, under Mr. Patrick, M.A., LL.D., an entirely new preparation of the plays. This is the second volume of the new venture. The introductory matter and the notes discharge their respective offices fairly well.

"Round the World."—*America.* By JOHN KELLY. (7 × 4¼ in., pp. 264; price 1s. 6d. T. C. & E. C. Jack.)

A good book, with very poor illustrations, fair type, and paper toned to the right colour.

"Pitman's New Era Geography Reader."—*The World.* (7 × 4¼ in., pp. 280, xxxii; price 1s. 10d. Sir Isaac Pitman & Sons.)

This is a prettily got up and prettily bound volume. The illustrations are for the most part good—some very good; the paper and binding are excellent. It seems in every way suited to carry out the purpose for which it was needed.

"Longmans' British Classics."—*Macaulay's Essay on Bacon*. Edited by DAVID SALMON. (7 × 5 in., pp. xxvi, 252, illustrated with portraits; price 2s. 6d. Longmans.)

Mr. Salmon is, as our readers know, the Principal of the Swansea Training College, and the editor of a goodly list of books for schools. He gives us in the book before us an edition of one of the most faulty of the essays which Macaulay wrote. It is set forth mainly, we suppose, to be studied as an example of his style and manner rather than as a record of fact and opinion. Most of Macaulay's wilful and egregious errors of statement and of view are revealed in the notes; but Mr. Salmon has evidently not spent his night with "a reviewer," nor is he aware of the amount of error his text contains. His eyes are fixed on the fashioning of the essay, and that must be his justification. Taken in that sense, his edition is a good one, and is provided with all the necessary outfit. The index is sufficient, and the illustrative portraits are adequate.

UNIVERSITIES AND SCHOOLS.

ST. THOMAS'S HOSPITAL MEDICAL SCHOOL.

The following prizes for the winter session 1904-5 have been awarded:—Second year's students: W. B. Johnson, the William Tite Scholarship, £25; third year's students: R. W. Rix, the Musgrove Scholarship, £35; J. A. Clark, College Prize, £20; H. A. H. Robson, College Prize, £10; fifth year's students: C. L. Morgan (medicine), £10; H. T. Gray (surgery), £10; J. M. Wyatt (midwifery and diseases of women), £10; G. J. Langley (pathology), the Hadden Prize, £10; H. T. Gray and L. E. C. Norbury (pharmacology), £5 each; L. E. C. Norbury (forensic medicine and insanity), £10; G. J. Langley (public health), £10. The Mead Medal and the Seymour Graves Toller Prize for proficiency in practical medicine, pathology, and hygiene were awarded to G. J. Langley; the Wainwright Prize to H. R. Dean; the Cheselden Medal for proficiency in surgery and surgical anatomy to L. E. C. Norbury.

GIRTON COLLEGE, CAMBRIDGE.

Entrance scholarships have been awarded on the result of the recent examination in the following order of merit:—The Clothworkers' Exhibition of £60 a year for three years and one additional term, to Miss A. Shillington (Queen's College, Belfast) for classics and Anglo-Saxon; the Skinners' Scholarship of £50 for three years to Miss M. Long (North London Collegiate School for Girls) for mathematics; College Scholarships of £30 for three years to Miss M. G. Tonkin (North London Collegiate School for Girls) for French and German; and to Miss C. Green (City of London School for Girls) for natural sciences; a Pfeiffer Scholarship of £20 for three years to Miss A. Woodward (University College, Nottingham) for classics; College Exhibitions of £15 for three years to Miss I. M. Mathews (Sheffield High School) for mathematics, Miss E. H. Pratt for French and German, Miss N. B. Drummond (St. Leonard's School, St. Andrews) for history, Miss M. Davies (King Edward's High School, Birmingham) for classics, Miss E. J. Ewart (Liverpool University) for classics, Miss L. Warren Jones (Blackheath High School) for mathematics, Miss M. G. Calthrop (Blackheath High School) for French bracketed with Miss I. M. Massey (Tottenham High School) for German.

OXFORD.

SOMERVILLE COLLEGE.—The following elections have been made to scholarships and exhibitions at Somerville College:—To a Clothworkers' Scholarship of £50 for three years, Helen F. Miller, Oxford High School (mathematics); to a Gilchrist Scholarship of £50 for three years, Dorothée de Zouche, Liverpool High School (classics); to the Edith Coombs Scholarship of £50 for three years, Matilda Snow, Oxford High School (classics); to exhibitions of £20 for three years: Margaret C. Berry, private study (French); Violet Burton, Cheltenham Ladies' College (English); Arminella Hansell, private study (English); Annie M. Payne, South Hampstead High School (classics); Effie Kyle, Roedean School, Brighton (classics).

LADY MARGARET HALL.—The following scholarship awards have been made:—To Olive W. Sinclair, High School, Clifton, the Jephson Scholarship of £50 for three years (mathematics); to Annie C. Heath, Ladies' College, Cheltenham, the Mary Talbot Scholarship of £40 (English literature); to Helen Gifford, Allenswood, Wimbledon Park, a scholarship of £30 (modern languages); to Dorothy K. G. Watkins, Durham University, bracketed equal with Miss Gifford, an honorary scholarship (classics). The scholarships offered for competition in March, 1906, are a Jephson Scholarship of £50; the Old Students' Scholarship of £40; a scholarship of £35; and one of £25.

ST. HUGH'S HALL.—The Clara Evelyn Mordan Scholarship of £40 a year for three years has been awarded to Frances M. Knipe, St. Stephen's High School, Clewer, and Edgbaston High School (English literature), and a Hail Scholarship of £25 a year to Emily M. Dugan, St. Margaret's School, Bushey (mathematics). A scholarship of £25 a year for three years is offered for competition in March, 1906.

MANCHESTER.

During the present University session two notable series of lectures to acting teachers have been given in addition to the course by Prof. Sadler on the organization of secondary education, to which reference was made last month. The first, by Miss Burstall, Head Mistress of the Manchester High School, treated exhaustively of the "Oversight of Girl."

Mr. Paton followed last term with three lectures on "Some Ethical Problems of School Life." These lectures dealt, in a delightfully fresh manner, with the problems of discipline, punishment, and moral training. Opening with the statement that the doctrine of evolution had enabled us to reconcile the Puritanical view of human nature with that enunciated by Rousseau, the lecturer concluded by defining the aim of the teacher as "helping the pupil to find his true self."

The Council of the University have appointed Mr. Stanley Dunkerley, M.Sc., to the Chair of Engineering. After a brilliant career at Owens College, Mr. Dunkerley held appointments in the Universities of Liverpool and Cambridge respectively, and in 1897 was appointed Head of the Department of Applied Mathematics in the Royal Naval College, Greenwich, where he recently superintended the building of the new engineering laboratory.

Prof. Schuster is acting as Chairman of an Executive Committee charged with formulating proposals for the establishment of an international association for the investigation of solar physics. Prof. Strachan, who was recently appointed Lecturer in Celtic to the University, is the compiler of "Selections from Old Irish Glosses"—a text-book in use in Ireland and America and on the Continent.

The educational exhibit of the University, which was awarded a gold medal at the St. Louis Exhibition last year, is to be deposited in the Victoria and Albert Museum at South Kensington.

As already reported here, the Matriculation Examination of the three Universities of Manchester, Liverpool, and

Leeds is still conducted by a joint board, who have this year issued their first *Calendar*. With the object of diminishing the number of examinations for scholarships, as well as of securing that scholars shall have their college course free for real University study, the Joint Matriculation Board have not only given to the various Education Committees facilities to use the Matriculation Examination for the award of scholarships—adding, where desired, more advanced papers—but they have also recently announced their decision to award a scholarship of £30, tenable for three years at the University, on the results of the July examination. In consequence of these steps, a number of the scholarships given by the Education Committees (as well as a number of separate scholarships at the two Universities) are to be awarded on the results of the same examination.

The Victoria Church Hostel for Women Training Students has been licensed as a hall of residence for the University. The general question of a new hall of residence for men students has been raised once more by a post-card canvass of all the men in rooms. It is estimated that £60,000 would be required. In addition to this, it is contemplated that £20,000 will be required for the men's and women's wings of the new Union Buildings. Towards the latter, a bequest of £5,000 has already been made.

At the Grammar School an honour has fallen to an old boy in the award of the Travelling Studentship of £200 to O. Hertz at Oxford. In the Classical Moderations lists three Old Mancunians appear, one in the First Class and two in the Second. The Founder's Day sermon is to be preached this year by Rev. Canon Skrine, late Warden of Glenalmond. Three new departures take place this year in connexion with the school sports. The High Master, Mr. Paton, has for some time been organizing weekly harriers' runs, and the term concluded with a successful steeplechase over a course of five miles, in which Mr. Paton assisted. This is the first the school has had, and a feature of the run was the number of boys from the preparatory form who took part. Simultaneously a School Rowing Club has been successfully set on foot, and a number of boys have passed the necessary swimming test. Lastly, as intimated last year, important changes will take place in the organization of the annual athletic sports. The system of individual prizes is to be abolished, and boys will be encouraged to compete for the honour of their forms rather than for individual distinction. For this purpose the forms of the school are to be organized in four divisions, for each of which a trophy will be provided. The lectures, of which the boys have had about fifteen since Christmas, are now concluded.

The pictures exhibited at the Municipal Ruskin Exhibition have been loaned to the school and are displayed in the corridors. The musical societies are rejoicing in the welcome, but unexpected, arrival of a new grand piano. The instrument, which is by Dörner, is the gift of the Misses Gaskell. The annual school concert took place on April 13, the *pièce de résistance* being a successful performance of Somervell's "Joan of Arc."

At the Broughton and Crumpsall High School the change in the hours recommended by H.M. Inspectors is reported to be working well. The long morning has been abolished, and the day divided into periods of three and two hours respectively. The term concluded with a successful performance of "As You Like It" by the elocution class.

At the Whalley Range High School the Governors have recently made alterations with the object of providing better accommodation for the senior girls and for the old girls' associations.

At the Municipal Secondary School recently opened, and which has taken the place of the Higher Grade Board School, efforts are being made by the Head Master to create and foster a corporate life by means of scientific and literary societies, athletic clubs, and a school magazine. The school has now been formally recognized by the Board of Education. Mr. Paton recently addressed the boys on the importance of building up a good school tradition.

This new organ of the Municipal School of Commerce continues to furnish an excellent means of communication for the students of this flourishing institution. In connexion with the School of Commerce as well as the School of Technology and the School of Art, a syllabus of summer evening courses in a large number of subjects has just been issued. In addition to the ordinary courses in science, architecture, engineering, &c., the syllabus announces lectures on such subjects as dressmaking, horticulture, micrometallurgy, microscopic fungi, and horse-shoeing; and weekly field excursions are arranged for the botany and geology classes.

An illustrated synopsis of the course of lectures on "Aims and Methods of Teaching Drawing to Elementary Classes" forms a pleasant souvenir of a movement which drew together an audience of some seven hundred teachers on six successive Saturday mornings.

The Report, just received, of a detailed inspection of the School of Art and the School of Technology made last year speaks in high terms of the efficiency of the schools. The Board of Education grants received last year showed an increase on those of the preceding year of £2,753 and £285 for the two schools respectively.

This court has now been in operation for three months, and during that time about seventy children under the age of fourteen years have been dealt with. The court is held in a quiet ante-room, and is made as simple as possible. An industrial schools officer is present, and the magistrate is able to talk kindly and familiarly with the juvenile offenders, who are frequently committed to the local industrial schools, or, in extreme cases, to those at a distance.

Among a large number of articles and letters on the question of underfed school-children which have appeared during the month, two deserve special attention. The first is a long letter from Miss Mary Dendy, who is eminently qualified to speak on the subject. The writer asserts that it is not those who pay single visits to poor schools who are qualified to speak on the matter, but those who spend their lives in dealing with the children and their parents; that the reason why only half the number of free meals were given in Manchester last year as compared with the preceding year was not that funds were low, but that a more rigid inquiry was enforced; that there is such a pitiable overlapping of charities that enough is given to feed the children several times over; and that the miserable condition of the children is often the result not of poverty, but of ignorance and foolish indulgence. The other communication comes indirectly from the Education Committee's medical officer, who states that, in his opinion, the question of underfeeding has been a good deal exaggerated. He also emphasizes the distinction between improper feeding and underfeeding. The important inquiry now proceeding will deal with about twelve thousand children, and will include full information as to the amount and the causes of underfeeding.

Regret has been felt at a decision of the Parks Committee not to continue their grants of soil, &c., to the Children's Window-Gardening Society. In consequence, there was no alternative but to wind up the Society, through whose agency over fourteen thousand children during the last two years have received grants of pots, soil, and seed.

The Chairman of the Manchester Education Committee presented the annual budget on April 18. This showed that the expenditure last year had amounted to £130,157 for higher, and £400,309 for elementary, education. Towards these sums the Government grants contributed £224,404. It

is estimated that on the rate of the current year it will be necessary to raise £300,135. The estimates were approved.

At the Salford Education Committee the question of school fees has again been under discussion. The decision is that it is undesirable to abolish them. The Independent Labour Party have petitioned the Committee to abolish corporal punishment in the schools.

At the first meeting of the newly constituted Lancashire Education Committee the following recommendation of the Higher Education Committee was adopted:—
"That the appointment or dismissal of an assistant be made by the governors of the school, after receiving and considering the recommendations of the head master." The Elementary Sub-Committee urge the necessity for an amalgamation of schools for high-standard purposes.

WALES.

The annual general meeting of the W.C.S.A. was held at Shrewsbury on April 7 and 8. The President, Mr. Trevor Owen, in his address said that the time was not far distant when the reflex effect of the more liberal scales of salaries for assistant masters and mistresses now being adopted in England would make itself powerfully felt in Wales, and to prevent that migration of their best and most experienced teachers which the wider and larger prospects of English schools tended to bring about some method must be devised in Wales for improving their status and making their position freer from harassing financial anxiety. Referring to the proposed Welsh National Council for the control of education, he said that the most alarming feature was the absence of any guarantee that "persons of experience in education" would be interpreted to mean persons who possessed real and expert knowledge of education derived from actual experience in teaching. Unless such experts were put on, it would be impossible to prevent democratic control of education from degenerating into bureaucratic tyranny. He strongly deprecated the movement to hand over the powers of local governing bodies to County Education Authorities. Much of the success of the County schools had been due to the activity of the local governors, and any step that would diminish local interest in the schools would be detrimental to their prospects.

The question of the differentiation of boys' and girls' curricula was discussed very fully. Miss Jones, Wrexham, who read a paper on the subject, was of opinion that the strain on girls was excessive, due to the attempt to force the curricula of boys on girls without modification. She urged that more attention should be paid to domestic subjects and less to mathematics. The science course, too, for girls should be different from that for boys: botany, following on general elementary science, was more suitable for girls than the physics and chemistry which they were so often taught in conjunction with boys. Her views met with general acceptance, with the exception of the contention that the amount of mathematics for girls should be reduced. One speaker maintained that one of the characteristics of women was a "fatal inaccuracy," which a devotion to mathematics would help to correct, an opinion which, somewhat to the surprise of the audience, was supported by so eminent an authority on education of girls as Miss Collin, Head Mistress of the Cardiff Intermediate School for Girls.

It was resolved: "That this Association reaffirms its belief that actual teaching experience in secondary schools should be regarded as an indispensable qualification for inspectors and examiners of secondary schools, and regards with great misgiving any departure from this principle." Some recent appointments made by the Central Welsh Board transgress this principle. Miss Collin, Cardiff, was elected President for 1905-6, and Mr. T. R. Dawes and Mr. Jenkyn Thomas were re-elected Treasurer and Secretary respectively.

The Default Act has been put into operation at last in Merionethshire. The Board of Education has made payments to three schools in respect of expenses for which, in the opinion of the Board, provision should have been made by the Local Education Authority. It is said that an instalment of the new aid grant under Section 10 of the Education Act became due on April 1, and that it has been held back by the Board to make good the sums which they have paid to the three schools and intend to pay to other voluntary schools. There seems but little doubt that the men of Merioneth disagree with Mr. Lloyd-George's policy, although (or because) the fact is strenuously denied. They do not seem to intend to do anything that the exponents of the "Welsh National Policy" at Cardiff threatened to do. In fact, they are calling a convention at Bala to consider what "national policy" shall be adopted. Their plan of campaign is said to be "a rigid enforcement of all powers exercisable by the Local Education Authority under the Act." Structural requirements will be enforced and made as onerous as possible. Nonconformist children attending Church schools will be drafted into Council schools where such exist, and in areas served by Church schools only Nonconformist opposition schools will be opened. Finally, the action of the Board of Education in withholding grants will be challenged in the law courts.

Mr. F. E. Battersby, M.A., senior assistant master, has been appointed Head Master of the Newport Intermediate School. The method by which the Newport Education Committee proceeded to fill up the vacancy caused by the resignation of Mr. T. W. Phillips has been very adversely criticized in Wales. The vacancy was advertised in one newspaper only, a local halfpenny evening paper, and a very short time was allowed intending candidates to send in their applications. The reason alleged was that the matter was very urgent. In spite of this urgency, however, the appointment was not made for several weeks.

Mr. John Price is retiring from the Principalship of the Bangor Normal College after many years of most strenuous and successful work, which has left its impress on Wales. The Council of Cardiff College has to appoint a Professor of Education instead of Prof. Raymont, whose departure from Wales is much regretted by all educationists. The authorities of Aberystwyth College are about to elect a Registrar to succeed the late Mr. Mortimer Green, and a Superintendent of Women Students in place of Miss Carpenter, who is resigning the post which she has so long filled with such distinguished ability and tact. In Welsh educational appointments, it is very curious to watch the attitude of those who are loudest in their advocacy of Welsh nationalist ideals on the platform. As a rule, they are uncompromising in their opposition to candidates of Welsh extraction, particularly if they are engaged in educational work in Wales. This is very noticeable in connexion with the Superintendentship of Women Students at Aberystwyth. Some ladies who are engaged in educational administration in Wales and cry "Cambria contra mundum" when reporters are present, have the audacity to assert that there is actually no qualified Welsh candidate for this post.

Revolts are becoming as common in Wales as they are in South America. The latest is that of the elementary teachers of Glamorgan against the regulations of the Glamorgan Education Committee. At a meeting on April 15 they declared that they viewed "with indignation the humiliating and pernicious policy of the Glamorgan Education Committee towards its teachers," and there was some strong speaking in support of the resolution. Miss E. P. Hughes, a prominent member of the Committee complained of, was present at the meeting, and vigorously defended her colleagues, observing that the terms in which the resolution was couched were not "moulded in her standard of good taste, and were impolite, if not inappropriate, in view of the relationship which existed between the teachers and the Education Committee."

The promoters of the Welsh Education Council are not having their own way everywhere. Some counties—among them being Merioneth and Carmarthenshire—will have nothing to do with it, and nowhere is there at present any marked enthusiasm in its favour.

The elementary teachers of Wales have every reason to be satisfied with the N.U.T. Conference at Llandudno, with its first Welsh President (Mr. Tom John) in the chair. His presidential address was much appreciated, though the subject was such as could not be treated in the light, airy vein in which he excels.

SCOTLAND.

The difficulty of making any progress with the proposals for the institution of a three-term session, and for the reform of the Arts curriculum, has led to movements in the direction of obtaining greater freedom for the individual Universities in Scotland. It is recognized that the interests and needs of the various Universities are by no means identical, and that it is unjust to keep them in a position in which they must either move all together or not move at all. The curriculum and the arrangement of terms which may be convenient for Glasgow or Edinburgh may not suit Aberdeen or St. Andrews, and yet the present system compels the four Universities to have identical regulations. The only reason for maintaining this identity is that it is a protection against the competitive cheapening of degrees. This reason may have had a certain amount of force before 1889, when there was no preliminary examination. But the existence of a joint preliminary examination, on a high standard, tends to turn competition in the opposite direction, as students who have passed the preliminary will naturally be attracted to the University which offers the best rather than the cheapest degree. As to the necessity for greater freedom in the Universities, there is not a very general agreement; but opinions differ as to the best method for obtaining it. On the motion of Prof. Henry Jones, the Glasgow University Court has appointed a committee to consider the question, and this committee seems likely to advise procedure by way of an Act of Parliament. A similar movement is being made at Edinburgh and St. Andrews; but its promoters think that an amendment of the Arts ordinance, supported by the four Universities,

will give a large amount of liberty, and will be much more easily obtained, while it may prepare the way for an Act of Parliament at some later time. The fate of the Scotch Education Bill, which is almost unanimously approved in Scotland, is an illustration of the difficulty of getting Parliament to take action. On the other hand, those who are in favour of the Act of Parliament maintain that the obtaining of a partial liberation will make it more difficult to get complete freedom afterwards. There is much to be said on both sides; but it is to be hoped that, as there is substantial agreement regarding the object to be attained, the movement may not be wrecked by a difference of opinion as to methods.

A beautiful gallery of casts of ancient and Renaissance sculpture has been opened at Aberdeen. The collection has been admirably selected and beautifully arranged for educational purposes, and it will be of the utmost service both in the training of artists and workers in stone and as an adjunct to the teaching of the University. The example of Aberdeen might well be followed in every University town.

In recognition of his services to education and his long and successful career as a teacher, Principal Donaldson, of St. Andrews University, has been presented with his portrait, painted by Sir George Reid. The presentation was made by Lord Balfour of Burleigh, Chancellor of the University, who eulogized Principal Donaldson's work in the schools and Universities of Scotland.

Dr. John Hutchison, Rector of the High School of Glasgow, has been elected by the General Council as an assessor on the Glasgow University Court.

Mr. Robert Lamond, M.A., LL.B., has been appointed by the Glasgow University Court to be Lecturer on Evidence and Procedure in the University.

IRELAND.

Mr. Balfour's speech on the Irish University question in the House shortly before Easter had a tone of finality—as regards himself, at least. He declared that he was still of the opinion that the peculiar circumstances of Ireland rendered it advisable to meet the demand for a special University for Roman Catholics, though he did not consider that the "Stand and deliver!" attitude of those who were carrying on the agitation, and demanding the concession as a right, was justified, seeing that the establishment of a denominational University had not been conceded in other countries. However, he had entirely failed to convert his own party or his colleagues in the Ministry to his views. It was not merely Irish Unionists or Orangemen who objected, but an overwhelming majority in the United Kingdom. Hence he did not consider it was a measure that would be undertaken by any Government, nor did he think that time would make any difference in the state of public opinion. After this pronouncement, it can hardly be hoped that the Unionist party will undertake any legislation satisfactory to the Irish Catholic Church; while the Liberals, were they returned to power, considering the principles of their supporters, would be still less likely to do so.

There is the distant possibility that, if Home Rule were granted, the question might be settled in an Irish Parliament—a course which many Nationalists declare they would prefer, as the University so established would be less likely to be placed under the dominance of the Church. It is hard, however, to see—even if an Irish Parliament came into existence and passed the measure—where the funds would come from. If the British public are now adverse to giving public money for such a University, would they be less so if the University was established by a local Parliament?

Two courses remain open to those who sincerely wish the present condition of things in Ireland, disastrous to the culture and advancement of the whole community, to be speedily changed, either to endeavour to get such modifications in Trinity College as would make it as little objectionable to Catholics as are many foreign Universities to which they resort with the full sanction of the Pope, or to raise sufficient funds among Irish Catholics at home and abroad for a separate Catholic University, and then apply to the Government for a charter.

The former course would probably be feasible. An alteration in the government of Trinity College, giving the Junior Fellows and the Professors a share in it, the establishment of a second chair in Philosophy, and perhaps alternative courses in some few other subjects, would seem to be sufficient, and no reason except the greater dominance of the Church in Ireland than in other countries can be given why the attendance of Catholics in Trinity College should not then be sanctioned by the authorities who allow them to attend similar colleges abroad. Such a solution would, however, be violently opposed by the Irish Church, and probably the laity are too timid to withstand their disapproval.

The second course has already been suggested by Father Finlay. Probably the funds could be raised. If they could not, it would be a clear indication that the laity were not heartily desirous of a denominational University. Those who wish that the two sections of the Irish people, who have been so fatally divided and ignorant of

each other up to the present, should be brought into communion and mutual understanding, would regret such a solution, for it would confirm, perhaps, for ever, the "two camps" state of Irish social life.

A meeting of the Association of Catholic Graduates will be held on May 18, at which Mrs. Bryant will deliver an address on "The Future of Irish University Education, and the part of Irishwomen in it." Mrs. Bryant is an Irishwoman and a Nationalist, and in sympathy with the Catholic claims in higher education.

The Intermediate Board last month laid their programme for 1906 before the Consultative Committee of Head Masters and Head Mistresses recently formed, and invited them to give their views upon it in an interview with the Assistant Commissioners. Conferences of the heads of schools were held in Dublin, Belfast, and Cork previous to this interview, and the Consultative Committee represented the opinions so obtained at the conference with the Assistant Commissioners on April 5.

Miss A. Oldham, B.A., has, on account of pressure from other work, resigned her position as Honorary Secretary of the Association. Miss O. Rowleth, B.A., succeeds her. The Honorary Treasurer, Miss E. Webb, has also resigned, and her place is taken by Miss Davidson.

The Central Association was founded in 1881, and has done valuable work in the advancement of Irish education. Amongst other objects it has worked for and largely helped to gain are the opening of Trinity College to women, the extension of registration to Irish teachers, the establishment of an equal position for girls under the Intermediate system, the introduction of training for secondary teachers in Ireland. It also successfully opposed three successive Chief Secretaries who endeavoured to alienate some of the funds of intermediate education, and it has furnished much information and evidence for several Commissions that have sat on Irish education.

The Board of Trinity College, Dublin, with a view to co-ordinating intermediate and University education, have established exhibitions to be awarded on the result of the yearly Intermediate Examinations without requiring candidates to present themselves at the Exhibition Examination held in the College, and without any restriction as to the schools at which they shall have received their education.

Sir John Gardiner Nutting, Bart., has established ten exhibitions of £50 each per annum, tenable for two years, to be awarded in each of the years 1905, 1906, 1907, 1908, 1909, by the Board of Trinity College, Dublin, from amongst the persons, male and female, who distinguish themselves in the same year at either the Senior or the Middle Grade Examination of the Board of Intermediate Education in Ireland; and who shall, for at least two years previously, have regularly attended, and been educated at, an unendowed Irish secondary school. The Board will, accordingly, appoint from those candidates of either sex in the Senior or Middle Grade who shall have distinguished themselves at the Intermediate Examinations of 1905: twelve students to exhibitions, six of £20 and six of £15 a year for two years on the foundation of the Board; ten students from unendowed schools to exhibitions of £50 a year for two years on the foundation of Sir John Gardiner Nutting, Bart.

The Board lay down the following conditions for holding these exhibitions:—The holders must prosecute their course in Trinity College, must attend lectures and examinations, and must obtain Honours in some subject during each academic year. Exhibitioners need not necessarily reside in the College, but will, of course, be subject to the ordinary discipline of undergraduates. The Board desire that Intermediate exhibitioners or prizemen, willing to accept these conditions, will communicate with the senior lecturer as soon as the results of the Intermediate Examinations are known. The Board will proceed to the election before October 17 in each year. If the candidates nominated have not answered at their Intermediate Examinations in all the subjects required for matriculation in the College, they must qualify in the subjects which they have omitted.

The subjects required are:—(1) Latin, and any one of the following languages: Greek, French, and German; (2) English Composition; (3) English History and Modern Geography; (4) Euclid (I., II., and III.); (5) Arithmetic; (6) Algebra (elementary rules and simple equations). The exhibitioners must matriculate within two months of their election.

SCHOOLS.

CHELTONHAM LADIES' COLLEGE.—Violet Tryce Burton, a former pupil of the college, has obtained a literature exhibition of £20 for three years at Somerville College, Oxford.

CLIFTON COLLEGE.—The Council of Clifton College have lost no time in appointing a successor to Canon Glazebrook. The Rev. A. A. David, the Head Master elect, is Tutor and Dean of Queen's College, Oxford. He was for six years a Rugby master, and was second to Mr. Fletcher for the Head Mastership of Marlborough.

GROCERS' COMPANY'S SCHOOL, HACKNEY DOWNS.—The prizes were presented on April 15 by the Head Master (the Rev. C. G. Gull), who is about to retire after twenty-four years' service. The school is about to be taken over by the London County Council. Mr. Gull, in his parting speech, pleaded for the retention of the old name, which was associated with several distinct movements, such as music, drill, and shooting. He was assured that the London County Council would prove in the future not less liberal patrons than the Company had been in the past.

HARROW SCHOOL.—The entrance scholarships have been awarded as follows:—(1) For classics, C. E. S. Dodd, from Mr. E. T. Bull's, London; (2) for classics and history, E. E. F. Pretty, from Rev. H. W. Waterfield's, East Sheen; (3) for classics, G. K. M. Butler, from Mr. R. S. Goodchild's, Cambridge; for mathematics, (1) R. E. Pollock, from Mr. Morton Clarke's, Seaford; (2) F. D. C. Allen, from Mr. R. S. Goodchild's, Cambridge; (3) G. W. V. Hopley, from Rev. Dr. Malan's, Sandhurst. For modern subjects, F. J. Lambert, from Mr. M. Roderick's, Folkestone. The examiners for the school Scholarships (in classics, Mr. W. E. Heitland, M.A., Fellow of St. John's College, Cambridge; in mathematics, the Rev. W. Done Bushell, M.A.) have recommended J. R. M. Butler for the Gregory Scholarship, and R. O. Morris for the Spencer Scholarship. W. Worthington wins the Fifth Form Scholarship, H. M. Sonnenthal the Need Medal, R. A. Fisher the Baker Mathematical Prize, and H. B. Prior the Prior Divinity Prize. This term the athletic interest of this school is centred in fives, racquets, and the gymnasium. In fives one champion pair, after defeating Eton and Charterhouse, ended by beating Uppingham. Our racquet representatives did fairly, but were not good enough to win. At Aldershot we were second in gymnastics with 186 marks to Bedford's 189½, M. A. C. Halliday making the highest individual score. Mews and Griffin won the second place in boxing for heavy weights and middle weights respectively, and Kachorn was second in the fencing finals. (In the news of last month there was a misprint: the "Rev. F. C. Savill" should have been the "Rev. F. C. Searle.")

KENSINGTON GIRLS' HIGH SCHOOL.—Prize giving took place on March 31. Mr. F. W. Buxton presided. He congratulated the school on being one of the most important and profitable of the Company's schools, and referred to the increased responsibilities which would fall to the Company when it was converted into a trust. The scholarship awarded by the Company on the results of the Joint Board Examination was gained by Irene Hartnell.

UPPINGHAM SCHOOL.—At the examination held last term by the Rev. H. H. Sills, Fellow of King's College, Cambridge, the following were elected to entrance scholarships:—W. L. Alexander (£70), A. Graves and C. S. Browning (£50), M. N. Clark and C. L. Harrison (£40), and J. E. Ray (£30). Hon. Scholar, A. K. Priday; Rutland Scholar, J. W. Keswick. The following boys, still in the school, have obtained scholarships or exhibitions at the Universities:—H. V. Braham, classical scholarship, University College, Oxford; H. S. La Fontaine, classical scholarship, Caius College, Cambridge; G. H. Gaffikin, classical scholarship, Clare College, Cambridge; R. E. Lindsell, honorary scholarship (classics), King's College, Cambridge; H. A. Rose, classical scholarship, St. John's College, Cambridge; C. S. Hurst, classical exhibition, Pembroke College, Cambridge; A. F. Percival, exhibition, Caius College, Cambridge; and G. Tryon, mathematical exhibition, Pembroke College, Cambridge. G. Wilkinson has also within the last few days gained a musical scholarship at Caius College, Cambridge, and G. B. Tatham a history scholarship (third year) at Trinity College, Cambridge. On Thursday, March 30, the new Memorial Hall was opened by Lord Roberts. The day began with shortened Matins at 7.30, followed by a celebration of the Holy Communion. Lord Roberts arrived about eleven o'clock, and was welcomed in the schoolhouse quadrangle by the whole school, and H. V. Braham, captain of the school, presented an address. At noon the formal unveiling of the brass tablet containing the names of the Old Uppinghamians who had fallen in the South African War took place. This was followed by a gymnastic display and by speeches by Lord Roberts, the Head Master, the Marquis of Exeter, and Colonel Codrington. Great enthusiasm was shown throughout the day, not only by the school, but by the townspeople. Almost every house in the town was decorated with flags or otherwise to welcome our popular hero, whose courtesy and kindness during the whole of the proceedings, as well as in the cordial and warm interest shown by him, will not be easily forgotten by all who assisted in what was, indeed, a red-letter day for Uppingham School.

UNDERFERD CHILDREN.—The Order of the Local Government Board to Boards of Guardians on relief to underferd children reaches us too late for comment. We can only welcome in it the acknowledgment of the principle for which we have all along contended—that our first duty is to see that children are fed, and then, if possible, make the parents pay.

PRIZE COMPETITIONS.

The Prize for Literary Puzzles is awarded to "G.E.D."
Translation Prizes of One Guinea are awarded to "Teutwart,"
"Welcome," "Copa."

LITERARY PUZZLES.

1. "Il est bon de tuer, de temps en temps, un amiral pour encourager les autres."—By whom said, of what admiral?
2. Tennyson ("Life") says: "I never put two 'ss' together in any verse of mine."—Give instances to the contrary. What bearing has the *dictum* on a disputed reading in Gray?
3. "I have militated in former times, not without glory; but I grow peaceable as I grow old."—Identify the quotation and the allusions.
4. Do you know what a *splacknuck* is?
5. "Nous avons quarante oies qui gardent le Capitole."—Who are the geese, and what is the Capitol?
6. "Some gentleman missed his snuff-box, and Hook said [the Freemasons' Tavern was kept in those days, you must remember, by Mr. Cuff, not by its present proprietors]—well, the box being lost and asked for, Hook opened his silent jaws and said: '... Shall I tell you what he said? It was not a very good pun that the great punster then made.'—Suggest the pun.
7. Name references in poetry to balloons.
8. "Wisdom and Wit are little seen,
And Folly at full length."

—Name the three persons.

ANSWERS TO LITERARY PUZZLES.

1. Said by English public of Admiral Byng. See Voltaire, "Candide," chapter xxiii.
2. Some hundred instances in all have been given of violations by Tennyson of his canon. Most to the point are those where in later editions he has "driven out the hissing geese." "In such great offices as suit" changed to "those . . . that." "When all the trees stand in a mist of green" changed to "the wood stands." "We will eat the Lotos, sweet As the yellow honeycomb," of the 1833 edition. No one has quoted a fine line from "Queen Mary," "Hurls his soiled life

against the pikes and dies." The true reading in Gray's "Elegy" is "The lowing herd wind slowly o'er the lea."

3. From Thackeray's "Roundabout Papers." The allusions are to Horace, "Militavi non sine gloria," and "Lenit albescens animos capillus."

4. Question asked by Tennyson in letter to Edward Lushington. A *splacknuck* (or *splacknuck*) is an animal in Brobdingnag, very finely shaped, about six feet long. In the Norfolk dialect it means a miser, and, possibly, Tennyson may refer to this.

5. From Diderot. The geese are the forty members of the Académie, and the Capitol is the purity of the French language.

6. "Ask mine host. He takes every snuff-box for a Cuff-box." That's bad enough.

7. Opening stanzas of "A Dream of Fair Women": "As when a man that sails in a balloon," &c., suppressed. The fire-balloon in Prologue to "The Princess." Cowper in "The Task" refers to Montgolfier's invention, and Monti has an ode on him. See also Wordsworth, "The Blind Highland Boy" and "Peter Bell"; Campbell, "The Dead Eagle."

8. Picture of Beau Nash between Pope and Newton.

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Fourth Class.—Corklight, Cosy, Beta, Glyndon, Averil, Tête blanche, Patna, Yttaf, S. Clack, E.M.B., Pinson, Simon, Adèle, Agatha.

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First Class.—G. 2, Wanderer, Altes Haus, Teutwart.

Second Class.—Mica Orden, Cuckoo, Elma Burger, Deutschland, Dachs, Taugenichts, Mr. Dooley, H.L.D.

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(Continued on page 352.)

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The entries for Literary Puzzles were disappointing. Marks out of 20 maximum are as follows:—G.E.D., 14; Chemineau, 10; Rolobo, Outis, Ayah, Nephest, 9; Smilax, Cara, Nash, Salve, At spes non fracta, Anna Seccotina, Sebastian, Valentia, 8; L.M.L., A.R.A., Casual, Fides, 7; Jaculum, Cor, Erin, Ch. Coll., Hailey, Froude, 6; F. S. Owens, Paris, B.B., Formosa, Klado, Hotspur, 5; Orient, B.O., Fulva, Speckles, U.S., Simia, Palinurus, 4; Nostis, Silvio, Polly, 3.

Whoe'er has travelled life's dull round,
Where'er his stages may have been,
May sigh to think he still has found
The warmest welcome at an inn.

The translations in French were the most numerous and the least satisfactory. Few observed the ordinary rules of French prosody—alternate masculine and feminine rimes, caesura, &c. *Stages* was made to rhyme with *voyage*; *tournée* and *vie* were placed before a consonant in the middle of a line. German lent itself best, and the best versions were in German. The Latin renderings were generally correct, but rarely idiomatic or pointed. We print a selection.

Quiconque de la vie a fait la triste ronde,
N'importe où le destin l'a jeté sous le ciel,
Doit pousser un soupir en pensant qu'en ce monde
Il a trouvé partout bon accueil—à l'hôtel.

WELCOME.

Quiconque a parcouru ce voyage ennuiant
Qui s'appelle la vie, ou remuant ou triste,
Peut à la fin se dire hélas! en soupirant,
L'accueil le plus sincère on doit à l'aubergiste.

MIHI SIT PROPOSITUM.

Quand tous les stades sont faits,
Le long de la vie,
Que, de relais en relais,
La route est finie,
Demandez au voyageur
Où l'accueil fut le meilleur :
—"A l'hôtellerie, ô gué !
A l'hôtellerie !"

BONNE AVENTURE.

Quisquis es expertus provectae taedia vitae,
Seu fuerit felix semita sive gravis,
"Vae mihi!" clamabis, "nil non venale; taberna
Inveni nusquam dulcius hospitium."

COPA.

Per tritum vitae quicunque meaverit orbem;
Ad quascunque domos verterit hospes iter;
"Hospitio"—gemet ille sibi—"caupona benigno
Publica privatum vicit ubique Larem."

C. H. St. L. R.

Wer viel im Leben ist herumgekommen,
Gesteht wohl seufzend, dass in jedem Land,
Wo er gewillt, das herzlichste Willkommen
Er immer doch in einem Wirthshaus fand!

TEUTWART.

Mr. Edward Latham sends us the following interesting note on the "Portrait of M. Diderot":—

"Pour savoir le nom de l'opéra-comique auquel fait allusion M. Diderot, j'ai eu recours à la bonté de M. Maurice Tourneux, de Paris, et il a bien voulu me fournir les indications précises qui m'ont mis à même de tirer l'affaire au clair. C'est M. Tourneux qui a publié 'La Correspondance Littéraire,' etc., de Grimm, Diderot, etc. (Garnier frères, 1877-82); donc je n'ai pu mieux faire que de m'adresser à lui pour ce renseignement. Voici un extrait de cet ouvrage (tom. IV, pp. 457, 458) qui aura, je n'en doute pas, quelque intérêt pour les lecteurs de votre *Journal*:"

"Une des plus jolies pièces de ce genre, c'est 'Le Jardinier et son Seigneur,' tirée de la fable de La Fontaine, que tout le monde connaît [liv. IV, 4]. Cette pièce vient de paraître [1761]. . . . La musique en est de M. Philidor, plus célèbre dans le jeu des échecs que par ses ouvrages de musique. . . . L'auteur a non-seulement rempli le but moral de la fable de La Fontaine, qui vous apprend qu'il vaut mieux

(Continued on page 354.)

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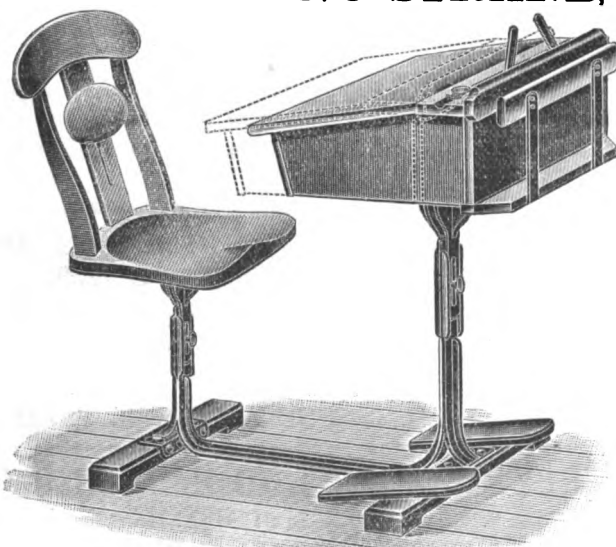
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School and Teachers' Advertisements are continued on pages 355, 356, 357, 358, and 359.

souffrir un petit mal et prendre patience que d'y remédier par la protection des grands. Le seigneur, avec son train de valets et sa meute de chiens courants, fait dans un instant plus de mal aux potagers de maître Simon, jardinier, que le lièvre dont il vient de le délivrer n'en aurait fait dans vingt ans. Mais M. Sedaine a associé à cette moralité une autre idée bien plaisante et bien originale. Maître Simon est en habit de dimanche; rien ne lui manque que sa perruque. Il attend dans cette parure le seigneur avec une vanité et une fatuité qui insultent à tout le village. Au moment qu'on lui apporte sa perruque, sa femme, plus sensée que lui et moins engouée de arrivée de monseigneur, le met en colère. Voilà la perruque qui tombe par terre et maître Simon qui marche dessus, et le perruquier de la reprendre pour l'accommoder de nouveau. Or, de toute la pièce, maître Simon ne peut plus joindre sa perruque. Monseigneur arrive, ne prend pas trop de garde au maître jardinier, caresse sa fille, parle à tout le monde, excepté au bonhomme Simon. Celui-ci attribue tous ses malheurs à ce qu'il n'a pas sa perruque. "Il ne m'a," dit-il, "jamais vu sans perruque. . . il est piqué de me voir sans perruque." Enfin personne ne sort que maître Simon ne lui recommande de lui envoyer sa perruque; et le seigneur met le comble à sa douleur en disant à la fin, sans l'avoir salué: "Ah! vous voilà, mettez votre bonnet, bonhomme." . . . On en rit d'abord comme d'une saillie naturelle et plaisante, et, lorsqu'on est arrivé à la fin de la pièce, on s'aperçoit qu'elle roule tout entière sur cette perruque; car maître Simon la retrouve précisément au moment que le seigneur est parti, c'est-à-dire, lorsqu'il n'en a plus besoin. Combien de gens qui, dans toute leur vie, n'ont pu joindre leur perruque!

"M. Tourneux me dit, à propos de la main gauche 'qui n'est pas dessinée':

"Autant qu'il m'en souvient, la main gauche du modèle laisse en effet à désirer comme *dessin*, c'est-à-dire, par la façon dont le peintre en a tracé le contour et rendu la couleur, et ce défaut avait frappé Diderot et ses amis. Le graveur (j'avais pris la peine d'aller voir au Musée britannique une gravure du portrait original, mais là les deux mains sont tout aussi bien gravées l'une que l'autre) a très probablement corrigé ce défaut et, lorsqu'on n'a pas eu l'original sous les yeux, on peut en effet trouver cette remarque peu intelligible."

A Prize of Two Guineas is offered for the translation of the following ballad of Seidl:—

Horch, Marthe, draussen pocht es; geh, lass den Mann herein,
Es wird ein armer Pilger, der sich verirrt, sein!—
"Grüss Gott, du schmucker Krieger! nimm Platz an unserm Tisch;
Das Brod ist weiss und locker, der Trank ist hell und frisch!"

"Es ist nicht Trank, noch Speise, wonach es Noth mir thut,
Doch, so ihr seid Hans Euler, so will ich euer Blut!
Wisst ihr, vor Monden hab' ich euch noch als Feind bedroht:
Dort hatt' ich einen Bruder, den Bruder schlugt ihr todt.

Und als er rang am Boden, da schwur ich es ihm gleich,
Dass ich ihn rächen wollte, früh oder spät, an euch!"—
"Und hab' ich ihn erschlagen, so war's im rechten Streit,
Und kommt ihr, ihn zu rächen—wohlan, ich bin bereit!"

Doch nicht im Hause kämpf' ich, nicht zwischen Thür und Wand:
Im Angesichte dessen, wofür ich stritt und stand.
Den Säbel—Marthe, weinst du?—womit ich ihn erschlug,
Und sollt' ich nimmer kommen—Tyrol ist gross genug!"

Sie gehen mit einander den nahen Fels hinan;
Sein gülden Thor hat eben der Morgen aufgethan;—
Der Hans voran, der Fremde recht rüstig hinterdrein,
Und höher steht mit Beiden der liebe Sonnenschein.

Nun stehn sie an der Spitze,—da liegt die Alpenwelt,
Die wunderbare, grosse, vor ihnen aufgehellt;
Gesunk'ne Nebel zeigen der Thäler reiche Lust,
Mit Hütten in den Armen, die Heerden an der Brust.

Dazwischen Riesenbäche, darunter Kluft an Kluft,
Daneben Wälderkrone, darüber freie Luft;
Und sichtbar nicht, doch fühlbar, von Gottes Ruh' umkreist,
In Hütten und in Herzen der alten Treue Geist.

Das sehn die Beiden droben, dem Fremden sinkt die Hand,
Hans aber zeigt hinunter auf's liebe Vaterland:
"Für das hab' ich gekochten, dein Bruder hat's bedroht;
Für das hab' ich gestritten, für das schlug ich ihn todt."

Der Fremde sieht hinunter, sieht Hansen in's Gesicht,
Er will den Arm erheben, den Arm erhebt er nicht:
"Und hast du ihn erschlagen, so war's im rechten Streit,
Und willst du mir verzeihen, komm, Hans, ich bin bereit!"

MISSING RIMES.

An Extra Prize of One Guinea for the following competition. In case of equality the prize will be adjudged

to the candidate who correctly fills in the blanks and also identifies the quotation:—

1. And yet, as angels in some brighter dreams
Call to the soul when man doth sleep,
So some strange thoughts transcend our wonted —
And into glory —.
2. Sound, sound the clarion, fill the —;
To all the sensual world —:
One crowded hour of glorious life
Is worth an age without a name.
3. Cruel, but composed and bland,
Dumb, inscrutable, and —,
So Tiberius might have sat,
Had Tiberius been —.
4. True histories of last year's ghost,
Lines to a ringlet or a turban,
And trifles for the —,
And nothings for Sylvanus —.
5. Art thou a Statist in the —
Of public conflicts trained and —?
First learn to love one living man;
Then may'st thou think upon the dead.
6. Yon bird is strong to fly:
How straight the balanced pinions —!
Twin scimitars, that carve the cloudy group,
Or, rigid as a —,
Print their sad cypher on the polished sky.
7. Where all desires are dead or cold
As is the —.
8. No graven images may be
Worshipped except the —.
9. Yet thy true lovers more admire by far
Thy naked beauties; give me a —.
10. Then gently scan your brother man,
Still gentler sister woman:
Though they may gang a kennin' —,
To step aside is —.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

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ADVANCED HISTORICAL TEACHING COMMITTEE.—In our March number we suggested that the work of this Committee should be carried out in connexion with the University of London. Our readers may be glad to have some particulars of the work it has been doing since 1902. Courses of lectures have been delivered in the London School of Economics by Mr. Hubert Hall, of the Record Office, and by Mr. J. S. Leadam. Mr. Hall's course for Michaelmas Term, 1904, was upon select documents illustrating the internal history of the British Islands and the English possessions in France between 800 and 1450 A.D. It is to be followed in Lent Term, 1905, by a course on the external relations of England during the Middle Ages. Mr. Leadam's course for these two terms is upon early Tudor history from original sources, and deals especially with guilds and matters of trade or commerce. Both courses have been well attended by graduates engaged in educational work or studying with a view to the doctorate. The main object of the lectures is to give students the instruction necessary to enable them to make use of the wealth of documentary material which is so abundant in London, and to select the proper authorities for particular subjects. Opportunities are afforded them of personally examining the chief printed editions, facsimiles, or original MSS. referred to, at the British Museum or the Record Office. The new Regius Professor of Modern History at Oxford made the training of historians the subject of his inaugural lecture; the Advanced Historical Teaching Committee may claim that the first practical steps, though on a modest scale, have been taken in London. But it is not a matter which concerns only would-be historians or medievalists. People who are studying law, economics, or military science may find themselves on a line of inquiry which leads them back to the Middle Ages, but dare not follow it up for want of a grammar and a chart.

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Notes on German Schools.

With special relation to Curriculum and Methods of Teaching.

BY

WILLIAM H. WINCH, M.A.,

Late Scholar of St. John's College, Cambridge; Inspector of Schools; Author of "Problems in Education."

Mr. Winch has travelled over Germany, observing the educational system in a large number of schools, and he has given the results of his investigations in these Notes to serve as data for comparison between the German and the English systems.

His attention, as he says, was "mainly confined to the primary, middle, and that section of secondary schools in which modern languages and science take a prominent place." The principal points taken up are the school hours, training and salaries of teachers, curricula and methods of teaching, and the examination and promotion of the children. It is noted that the average school curriculum is much simpler than in England, that more time is devoted to the study of the mother tongue and literature, and that, except in the Hamburg boys' schools, foreign languages are not included in the primary-school curriculum. The individual teacher has no difficulty about the fair allotment of time to each subject, as that is settled for him in the official Syllabus of Instruction, which is perfectly rigid.

Mr. Winch points out further that in the direction of schools there is now in England, under the new Education Act, an interesting approximation to the German system. Directly-elected School Boards are unknown in Germany, the Schools being under the charge of the municipalities. The second part of the book is devoted to outline lessons in the various subjects of the curriculum which Mr. Winch has heard taught.

SOME RECENT EDUCATIONAL REFORMERS.

I.—PROF. H. E. ARMSTRONG.

By Dr. F. H. HAYWARD.

THE late Dr. Salmon, equally eminent as theologian and as mathematician, remarks in his well known "Introduction to the New Testament": "The labour of forming opinions for themselves is too much for most men and for almost all women. They look out for some authority from whom they can take opinions ready made."

Matthew Arnold, in his essay on Shelley, tells the following story. Mrs. Shelley, choosing a school for her son, asked the advice of a lady, who thereupon gave utterance to "just the sort of banality one does come out with: 'Oh, send him somewhere where they will teach him to think for himself.'" "I have had," continues Arnold, "far too long a training as a school-inspector to presume to call an utterance of this kind a 'banality'; however, it is not on this advice that I now wish to lay stress, but upon Mrs. Shelley's reply to it. Mrs. Shelley answered: 'Teach him to think for himself! Oh, my God! teach him rather to think like other people.'"

Another of the contradictions which baffle us modern educators! On the one hand, the advice—for that is, perhaps, what Dr. Salmon's words amount to—that we should encourage the adoption of a "heuristic" attitude of mind, a spirit of inquisitiveness and independence, of taking little or nothing on trust, of "thinking for ourselves"; on the other hand, a recognition of the perils of laying too much stress upon this principle. Neither Dr. Salmon nor Mrs. Shelley was an "educationist" by profession; yet the conflict of opinion which their words shadow forth is one that exists at this moment, and one that shows no sign of abatement, in the ranks of teachers and educational writers.

Hegel has laid stress upon the synthesis of contradictories. Is synthesis possible here? For the moment there is no doubt that the former of the "two voices" is the louder. The average "educational reformer" has various arrows in his quiver, but his favourite one is the demand that the pupils in our schools should be taught to "think for themselves." The advice comes forth almost automatically at prize distributions and school openings. Yet here is Mrs. Shelley recoiling with something like horror from prescribing such a treatment for her son!

The truth is, and this will become more obvious as we study with increasing care the educational needs of the time, that "to think for oneself" is a valuable and indispensable endowment of a complete man, and therefore one that we should encourage among our pupils, especially at certain stages of development; but it is *not* the only educational need, nor is it perhaps the most pressing. When a medical man is called upon to prescribe for an overfed and under-exercised patient he naturally prescribes walking or cycling or dumbbell exercises. When he is called upon to prescribe for a starving street urchin, who toils from sundown to midnight at selling football editions, he naturally prescribes more food and less toil. So with our educationists. When they see the mind surfeited with excess of memory material almost passively received and not more than half digested, they rightly urge the further necessity of a more mentally aggressive attitude; they become advocates of "heuristic" methods; when, on the other hand, they find a mind starving on purely formal subjects—on English or Latin grammar, on arithmetic, on reading viewed as a mere dexterity—a mind, therefore, without living interests and apperceptive power, they urge or should urge with equal emphasis the necessity for a mental diet more nutritive and stimulating. The former is the attitude of Dr. Armstrong. A few quotations,* though they are almost superfluous, will establish this fact.

"Much of the mental inertness of the day is acquired at school by over-indulgence in book study" (page 69). "We all know how easily we forget most things which are told to us or which we read about" (page 194). "In fact, mere knowledge counts for very little, *nous* for everything" (page 400). "I would urge you not to attempt too much, but to remember always that you are seeking to form habits, and not to impart

* I quote from his collected papers, "The Teaching of Scientific Method." (Macmillan, 1903.)

mere knowledge" (page 403). Dr. Armstrong similarly quotes with the warmest approval the declaration of Edward Thring that we should "break down the knowledge idol," "smash up the idolatry of knowledge," and "frankly admit that the majority of mankind cannot get much knowledge." He protests against the predominance of Chinese literary methods and ideals (page 13), and quotes with approval the act of the Oriental emperor who, in disgust at those methods and ideals, caused the burning of books (page 11). One is here reminded of some of Rousseau's wildest onslaughts.

Expressions like certain of those quoted are rapidly becoming the educational orthodoxy of reformers. The desire to spread "information" among the "lower" or other classes is ceasing to operate powerfully; information, facts, knowledge, charm our educational leaders no longer, though in our schools we are still influenced in certain of our subjects by the old formula.

What is Dr. Armstrong's remedy? Our teaching, he tells us, must, in the first place, be so directed as to stimulate "doing" rather than "knowing"; manual work, though not necessarily on the lines now adopted, should occupy a far more prominent place than hitherto in the curriculum. "Boys and girls generally must not be confined to desk studies" (page 8). "Classrooms must either be converted into workshops, or ample workshop accommodation must be provided" (page 20). But it is not as a champion of manual instruction *per se* that Dr. Armstrong has any claims upon our attention. It is rather as an advocate of experimental work carried out with a view of encouraging a spirit of inquiry or investigation; our pupils have to adopt a "heuristic" attitude, primarily in their "science" work, but, also, to a large extent, in their literary studies also. That this is the central principle of Dr. Armstrong's teaching is well known, but a few quotations will not be out of place.

"Problems must be set, and time must be allowed for their solution" (page 20). "Regard the instruction entirely* from the disciplinary point of view" while basing it on utilitarian considerations (page 193). The endeavour should be made "to inculcate the habits of observing accurately, of experimenting exactly, of observing and experimenting with a clearly defined and logical purpose, and of logical reasoning from observation and the results of experimental inquiry. Scientific habits and method must be universally taught" (page 8). "The so-called science taught in most schools, especially that which is demanded by examiners, is not only worthless, but positively detrimental" (page 17), as it is not taught along "heuristic" lines. Evidently Prof. Armstrong's views are closely akin, in certain of their aspects, to those of Froebel.

It has sometimes been supposed that the chief feature of the "heuristic method," or the "method of discovery," is its insistence upon the child's repeating the discoveries of past ages, recapitulating, in miniature, the scientific history of the race, including, as a special case, the primitive stage, when man was inventing tools, &c., for himself and discovering the facts of nature. I cannot find that Prof. Armstrong lays much stress upon this principle, to which, indeed, many obstacles and objections present themselves. Born amid, and already familiarized with, modern conditions, the child who attends our schools cannot be transplanted wholly into preceding centuries, though in its earlier years there may undoubtedly exist a certain innate sympathy between the mental and moral attitude of the child and that of the primitive man, a sympathy of which Ziller, in his doctrine of "culture stages," has availed himself.† The doctrine of the parallelism between racial and individual development, strikingly borne out by embryological discoveries, is suggestive but not conclusive to educational reformers. It gives *prima facie* cases for consideration, but these cases have each to be critically considered. Prof. Armstrong does not rely upon analogies of this kind, but rather upon the undoubted fact that man must be *efficient*, and that efficiency is therefore one of the ends, though perhaps only a subordinate one, which the teacher must put before himself.

By adopting the methods that have been briefly indicated, Dr. Armstrong believes that we may bring school into close touch with general life. Man, he tells us, has, in the long run, to grapple with practical problems, not to receive passively the ideas of his fellows. Foreign competition is facing us (page 402);

how important, then, that an attitude of open-minded, strenuous effort should be encouraged, rather than frowned upon, during the school days of the pupil! "The work done in school is, at present, impossible to translate into ordinary practice, is foreign to outside requirements" (page 83). Our schools "hinder the development of practical ability" (page 83). "To be scientific is to be knowing or canny, in the best and highest and fullest sense of the term; the knowing man being one who *can*, who has the power of doing, of producing as well as of holding" (page 196). There is a general lack of "initiative" in our public departments (page 72), and this is traceable in large measure to our schools and Universities, at which only one industry flourishes—"the examination industry" (page 108). The weakness cannot be remedied by the premature encouragement of "technical teaching"; it is not the province of schools to teach any branch of science technically or even specifically; what is really needed is "training in scientific method" (page 453).

Below will be found indications of what I regard as the chief weakness in Prof. Armstrong's propaganda. I do not believe—nor does our writer always believe—that "knowledge," or "mere knowledge," is so unimportant as some of his expressions would suggest. Above all, I do not believe that to encourage the study of Nature, to the neglect of the study of man by means of history, literature, fairy-tale, Bible, and the like, would be anything but a fearfully retrograde step; though the young child (as Wordsworth points out) and the adolescent (as Dr. Stanley Hall points out) often see a fascination in "Nature." Prof. Armstrong is right in his positive suggestions; wrong in his emphasis.

Just for the present, however, I wish to adduce a few of the objections that have been brought forward against the "heuristic" method itself. Mr. H. G. Wells, who, on many matters, stands close to our writer, holds that, however excellent in the hands of Prof. Armstrong himself, and able teachers, the method would be nothing but a "pointless fumble" in the hands of most teachers.* In his "Food of the Gods" he propounds "an improvement on Prof. Armstrong's 'heuristic' method, whereby, at the cost of three or four hundred pounds' worth of apparatus, a total neglect of all other studies, and the individual attention of a teacher of exceptional gifts, an average child might, with a peculiar sort of thumby thoroughness, learn in the course of ten or twelve years almost as much chemistry as one could get in one of those objectionable shilling text-books." So long as dangers like this face us, there is every reason for moving cautiously.

Germany, at any rate, has no sympathy with "heuristic methods" in the school. "The German teacher relies upon the lecture rather than upon the laboratory method. . . . It is better for the pupil to see experiments properly executed, and to be trained to observe and reason correctly by his teacher, than to grope helplessly along in the dark, endeavouring to discover for himself. Life is too short for inventive methods . . . the accumulated knowledge and experience of the race is the child's, to assimilate and make his own as rapidly as may be."† I incline to think that Prof. Armstrong is nearer the truth than German teachers, if the above account correctly represents the attitude of the latter; still, we see that "lecture methods" may, after all, have a place of their own; and I believe that in scientific Germany the laboratory is almost unknown except for scholars beyond the ordinary school age. The Germans, in fact, have little sympathy with Froebel and his modern followers. Probably the Germans are wrong in this; but it is equally probably that Prof. Armstrong's neglect of Herbart is as fatal a mistake as their neglect of Froebel.

The objection brought against "heuristic" proposals, that there is no need for the modern child to reproduce the errors and "backward-sweeping curves" of racial evolution, and that he should rather be led in a straight course to the desired goal, is an objection that is scarcely applicable to Prof. Armstrong's own proposals. As already indicated, he lays no great stress upon the doctrine of parallelism. But I question whether he gives due weight to the educational value of imitation, a feature of racial and individual development quite as important as initiative.‡ It is also very doubtful whether such "heuristic"

* This "entirely" is dangerous.

† Consider especially the "fairy tale" and "Robinson Crusoe" proposals.

* "Mankind in the Making," page 183.

† Hughes, "The Making of Citizens," page 253.

‡ Prof. Lloyd Morgan has mentioned this point.

inductions as are possible in school are not logically defective.

Some expressions in Dr. Armstrong's papers go to show that his condemnation of the "knowledge" ideal is by no means absolute; he sees the dangers of "ignorance" (page 402); he sees a value in knowledge, ideas, information, irrespective, apparently, of the mode—"heuristic" or other—in which these are obtained. His hard words about bookish knowledge give place to a frank recognition that such knowledge is indispensable. "Books are wanted, written in a bright, attractive, and simple style, full of accurate information, which would carry us over the world and give clear pictures of all that is to be seen, as well as of the character and customs of its inhabitants; and books are wanted which, in like manner, would carry us back in time and sketch the history of the peoples of the Earth. The various branches of science all need their popular exponents" (pages 86-87). "Children must not only be taught to read books: they must learn also to regard and use them as sources of information; the habit of flying for information to books must be cultivated" (page 85). Heuristic methods, in short, are as applicable to literary as to other subjects. It is not easy to reconcile these pronouncements with some that precede, but, so far as I can see, Prof. Armstrong's point is that most school-books are of the "text-book" variety; books which, though full of information, are devoid of intrinsic merits, incapable of arousing genuine interest, defective in method; books that are not seminal and thus fail to suggest lines of discovery, or, when such lines have been suggested, fail to provide the "minute details" (page 87) that may be required for carrying out the discovery. But on the whole Prof. Armstrong's references to books seem to me hesitating and confused, almost contradictory. The general attitude he adopts is one of depreciating "mere knowledge," especially book knowledge; yet he tells us that "we do not sufficiently recognize the value of books as stores of information and savers of brain waste" (page 87). In other words, knowledge is valuable after all, but (apparently) not when stored in the mind; men have to be sufficiently acute and "knowing" to be able to fly to books for such facts as may be required on occasion, but must not attempt to retain these facts in their memory.* To me, at any rate, this principle, when pressed to an extreme, seems quite as dangerous as the policy of heaping up in the memory a mass of verbal or other knowledge; the mind that Dr. Armstrong would create would be a hard, conscienceless, insensitive, unlovely mind, fitter to inhabit those remorseless mental horrors with which Mr. Wells peoples the planet Marst than the erring men of this world—men who need the ever-present stimulus of ideals and the vision of high reality.

I do not say that by following the tendency of Prof. Armstrong's thought we should be seriously led astray; finding ourselves amid dangers, we should soon come to a pause: but I do say that his thought would land us in these dangers, if we pursued it with rigid consistency. I agree that we should use books for purposes of minute reference; I agree that we should encourage such use; I agree that there is no need to burden the memory with petty details; but I do not agree, and I regard it as an educational heresy of the first dimensions, that we ought to depreciate the possession by the mind of rich and varied knowledge. Prof. Armstrong quotes, with approval, Thring's words: "Create great interest." The Herbartians will tell him that, on a purely "heuristic" basis—a basis of starving the mind of all knowledge, except such as is acquired by personal original effort—interest cannot be "created," for it depends upon apperception, and, therefore, on the possession of previous knowledge. Prof. Armstrong laments the lack of interest that prevails at the present day; "our children have no healthy desire to increase their intelligence" (page 15). Possibly the reason for this is quite different from the reason he adduces. Instead of there being a surfeit of knowledge, there may be too little knowledge; the curriculum may have been too "formal." Sir Oliver Lodge thinks that this holds good of at least some schools.† Curiously enough, also, the very case that Prof. Armstrong cites as bearing

out his contention is cited by a prominent Herbartian as a proof of the need of "mere knowledge"—the case of Sherlock Holmes. The power of "putting two and two together," possessed by that famous detective, wins his approval (page 16); but Prof. Adams draws quite another educational inference from the facts. "Holmes's apperception mass contained the German word *Rache*, which means 'revenge.' Holmes was right; Lestrade was wrong. But it was not a matter of reasoning backwards or forwards; it was a matter of knowledge."‡ Much of the lack of interest and general inefficiency which Prof. Armstrong deplores is due to the absence of that "knowledge" which he would sometimes have us to despise. He is trapped, as most non-Herbartians seem fated to be trapped, in the coils of the "faculty doctrine." There is no "mere knowledge," as Herbart or Prof. James would tell him; nay, he might have learnt the same from his leader Spencer. "Knowledge is turned into faculty as soon as it is taken in."

Perhaps the greatest danger to education at this moment—except the ever imminent danger of increased officialism—is the stress laid by reformers like Prof. Armstrong and Mr. Wells on instrumental subjects. Is it not clear that the possession of "power," of a heuristically active mind, and the like, is no guarantee that the character is in a healthy state? Instrumental subjects are but means to an end, and will serve the end of a bad man as well as that of a good man. They are "knife and fork studies," not "dinner studies," as Prof. Adams is constantly urging. Moral insight depends on ideas, not on powers; interest, too—closely related, as Herbartians assure us, with character—ultimately rests, in large measure, on ideas and their apperceptive reactions. Hence they regard the laying of stress on formal subjects and dexterities as a dangerous thing, a thing legitimate only on the assumption that we have too much neglected these subjects and dexterities.

I have no doubt that Prof. Armstrong would admit much of this. In fact, I find him conceding that mere automatic efficiency in the "three R's" is, *in itself*, a comparatively unimportant thing (page 6). But I would urge that *any* kind of efficiency—even scientific efficiency—is an unimportant thing *in itself*, unless our aim is to create a nation of soulless victors in a brutal struggle for existence. Such a struggle, he says in one place, is "Nature's first law" (page 38); but for education to allow its methods to be dominated by such a law seems to me the most fatal policy that can be adopted. That we have to exist if we are to be "virtuous" is true; that we have to eat food and live under shelter if we are to be moral and civil beings is also true; but such considerations do not justify us in adopting the "first law of Nature" as an educational guide.

As corollaries of his main proposition, we find Prof. Armstrong urging (1) the introduction of a "fourth R"—reasoning—among the "three R's" of our elementary schools (page 89), and (2) that "whatever we do, let us be thorough" (page 89).

This gospel of "thoroughness" was described by Edward Thring—whom Prof. Armstrong regards with great respect—as "a fallacy." "There is something so wise, so unanswerable, in the modest yet firm requirement that the lessons must be done thoroughly, and a boy not advance till he has mastered what he is doing, that the request commands assent at once; what is also so real a truth underlying the *dictum* that the fallacy involved in it easily escapes notice. The fallacy is—*it cannot be done*. There is no power in the minds of the young to master a subject thoroughly. Thorough mastery is the perfection of trained skill, and it is absurd to demand the perfection of trained skill from the untrained beginner. . . . There must be change. . . . Monotony is the greatest enemy a teacher has to deal with."‡ My impression is that Prof. Armstrong is thinking rather of exactness than thoroughness; but, at any rate, it is clear that in the strict sense "thoroughness" is unattainable in, at any rate, all the "knowledge" departments of school work. No child can study even a lump of granite "thoroughly"—to do so would involve a very considerable knowledge of geology and chemistry; but the child can study the lump with considerable *exactness* (in other words, observe and describe it in much detail) if such an exercise is prescribed. "Thoroughness" in the study of the more imaginative subjects—those of the humanistic group—may easily do as much harm as good. To feed the mind, kindle the imagination, and

* Yet elsewhere he says, "there never was a time when general knowledge was of greater value than it is at the present day" (page 68). It is almost impossible, on this subject, to find out what Prof. Armstrong does mean.

† "The War of the Worlds."

‡ *Nineteenth Century*, December, 1902.

* "Herbartian Psychology," page 150.

† "Theory and Practice of Teaching," page 189.

awaken the idealizing instinct are important tasks, quite distinct from the task which Prof. Armstrong stresses.*

Again, when he—and, more recently, Sir W. Collins—prescribes a “fourth R” (Reasoning), the value of the suggestion, though considerable, is limited by the considerations already put forward. Reasoning is a good and great thing, and becomes of increasing importance as the age of the child advances; but for the child’s mind to be stored with noble ideas of a humanizing kind is quite as important, and certainly more primary.

Again, I do not imagine that Prof. Armstrong, if pressed, would deny this.† In his noble British Association address he said that “we need to send forth a new mission charged with the holy duty of enabling man to appreciate and acknowledge the beauty of the universe, as well as of preparing him to be a thoroughly effective worker, thus fitting him for the true, unselfish, and reverent enjoyment of life” (page 45). Here the distinction between character and mere instrumental efficiency is clearly indicated; and he stresses, like a genuine Herbartian, the importance of “creating in all minds a higher and reverent interest in life” (page 45) such as may be fruitful in moral consequences (page 53). But I do not see that the doctrine most commonly associated with Prof. Armstrong’s name—the “heuristic” doctrine—is one that bears closely on the ideal shadowed forth in the above words, for interest is largely a matter of apperception; and apperceptive power, if his proposals were pressed too far, would be seriously weakened or endangered. The strenuous sides of character on which Prof. Armstrong lays such stress are useless—they may be even pernicious—apart from the possession of a power (however subtle and vague) of idealization, of moral sensitiveness; a richness and freedom of imagination; a responsiveness; an elasticity. Many a boy—David Copperfield is an instance from fiction—has been saved by the reading of imaginative literature from being mentally and morally crushed; a “heuristic” method of training would never accomplish this, for such a method presupposes, or should presuppose, an already well fed mind. Prof. Armstrong sees in the laboratory balance “an extraordinarily potent means of effecting moral culture” (page 217). The language seems to me exaggerated. Exactness, accuracy, precision—all this is good, but it may appertain as well to a devil incarnate as to a moral being. The fundamental weakness of Prof. Armstrong’s position is this exaggerated stress upon purely instrumental subjects or methods; what he says is always worthy of attention and frequently of vast importance and suggestiveness, but it nearly always concerns matters which, though important for efficiency, would be as valuable in this respect to fiends and scoundrels as to angels and saints. Thinking power, initiative, independence, thoroughness—these do *not* constitute a perfect man. The need for “character-forming instruction,” “humanistic instruction”—the “*Gesinnungsunterricht*” of the Herbartians—he scarcely recognizes at all; the only precise instance of its recognition known to me in Prof. Armstrong’s book takes the form of a quotation from Thring (page 84). But perhaps when he is urging that “the art of reading should be cultivated,” and is hoping that “in the near future it will be a common sight in schools often to find the children all earnestly engaged in reading healthy books” (pages 202–3), it is to such imaginative and character-forming literature that he is referring. His complaint that “at present no school teaches reading” (page 203) sounds strange after his attacks on “book-study”; but the inconsistency may be removed by the admission that, while “Nature” cannot be learnt from books, “human nature”—the subject-matter of “humanistic instruction”—can.

But, though the limitations of Prof. Armstrong’s view must be admitted, the value of his more detailed suggestions must be recognized with equal frankness, especially when they concern the correlation of subjects. “At present there is neither a central subject nor a central motive ‡ in the course of training

given in our schools. The need of co-ordinating and correlating studies is scarcely thought of, each subject being taught separately, so that much time is wasted, and many opportunities are lost” (page 195). Prof. Armstrong scarcely recognizes the fact that many thinkers, notably the Herbartians and Froebelians, *are* working along these lines, though his remarks are substantially true so far as they concern England itself. He is right in urging that, for schools, chemistry and physics should be regarded as one subject (page 66); that it was a mistake to teach subjects in “watertight compartments,” mathematics, for example, being held distinct from physical measurements (page 454), and simple arithmetical calculations distinct from Nature study (page 432). Prof. Armstrong believes strongly in teaching many things *incidentally*, and there is no doubt that such a method has many advantages in the way of “interest”; but it is often a less “thorough” one than the other, and might, for that reason, have been expected to obtain Prof. Armstrong’s condemnation. But the ideal of “thoroughness,” as already indicated, is a fallacious ideal, whereas the suggestion that much teaching should be of an incidental character is extremely valuable, and would serve—as our writer points out (page 91)—substantially to relieve the present pressure on the curriculum. It is based partly on the principle that problems or tasks, involving concentrated effort are in themselves interesting and exhilarating, and that in their performance all pertinent matter and devices should be employed; partly on the fact that rigid lines of separation between subject and subject are artificial, and pernicious to the unity of the mind. A boy has some experimental problem before him: he is first to write out the plan proposed for its solution; then to proceed to fit up his apparatus, and, if carpenter’s or smith’s work enters into the task, he will “incidentally get a lesson or gain practice in such work” (page 21). Again, he asks, though here, I think, with somewhat less force: “Why should there be any set lessons in subjects such as history and geography? Why should not the method by which we get up a subject in later life be followed in schools?” (page 85). In other words, let us look up the geography of Japan when something suggests the necessity for this—when a problem, historical or other, has to be solved; let us use our books and our subjects as we use our tools. Composition, too, should be taught incidentally and “chiefly in connexion with the experimental work” (page 88), the child writing an account of the problem solved or to be solved. Similarly with drawing, a subject on which our writer lays much stress. It should be employed, for example, “to illustrate the account written of some outing” (pages 88, 201); in fact, “some of the seniors might even take photographs; in writing out the account, literary powers might be developed; grammar, spelling, and composition might all be taught incidentally” (page 201). Here, I conceive, Prof. Armstrong is on right lines; dexterities and formal subjects should not assume central places in the curriculum; they are but means to an end. True, Prof. Armstrong’s view of what *should* take the central place is a view to which many Herbartians, at least, would take exception; but this does not invalidate the hints just given. Similarly, “the conventional object lesson”* is “a model of what should be avoided” (page 199), being an artificial and isolated thing, in which the teacher does most of the work; its place should be taken by “object studies”—systematic efforts in the direction of collecting and weighing specimens, measuring buildings, and the like (page 430); “rigid time-tables in which every five minutes during the day has its allotted task must give way to a far more elastic plan” (page 218). Prof. Armstrong makes a suggestion that recalls Ziller’s proposal to teach mathematics, Nature study, and other subjects on to “fairy tales”; he sees value in using such a story as “The Three Giants” in the “Books for the Bairns” as a basis for the elementary study of water—an interesting application of the “concentration” principle.

Prof. Armstrong’s proposals with regard to science teaching—in other words, the proposals of the British Association—have for many years received a certain degree of recognition in modern schools. “Chemistry” is taught in a more quantitative and practical manner, and is itself preceded by lessons in practical measurements. As indicating, however, the uncertainty which surrounds all present-day problems of education, the recent declarations of an eminent American educationist deserve

* Elsewhere he deprecates premature “specialization” (page 68), and urges the value of general knowledge. Is this wholly consistent with his polemic in favour of “thoroughness”?

† Though he advises that “heuristic” methods be adopted “at the very earliest possible moment” (page 10), a recommendation about which two opinions may be held.

‡ When Prof. Armstrong suggests as such a “central motive” the training of pupils in “scientific method” he is again giving way to his besetting onesidedness. I would suggest as a “central motive” that explicitly set forth by Herbart.

* Also the much vaunted “Nature-study” (page 175).

note. Dr. Stanley Hall is as dissatisfied as Prof. Armstrong with science teaching as carried out by the majority of teachers, but his remedy is precisely, or almost precisely, opposite to that of his English contemporary. He complains that text-books in physics "seem essentially quantitative, require great exactness, and are largely devoted to precise measurements, with too much and too early insistence on mathematics. . . . The normal boy in the teens is essentially in the popular science age; he wants, and needs, great wholes, facts in profusion, but few *formulae*." Here, it seems to me, there is a double conflict between the eminent writers. Dr. Hall lays stress upon the heaping up of facts, even unassorted and inexact facts—"intellectual raw material," I might say; Prof. Armstrong would look upon this advice with suspicion. Dr. Hall distrusts the laying of stress upon quantitative and exact methods in the school; Prof. Armstrong is a leading advocate of such stress.

It is not surprising to read that Prof. Armstrong is out of sympathy with classical teaching—a mere "survival," whose defenders have only "preconceived opinions" on their side (page 43). Even as mental discipline, as a means of creating accuracy of thought and language, the classics have demonstrably failed (page 55); in fact, "the relative value of Latin as an educational subject is grossly exaggerated" (page 61); the most capable teachers have devoted themselves to it, yet the results, not only in England, but elsewhere, are altogether insignificant. It is more surprising to read that the relative value of mathematics as mental training has also been "greatly over-rated"; the methods of teaching it have also been faulty (page 64); an improvement can be expected only when the subject is shown in its practical bearings (page 65). Prof. Armstrong turns aside from these subjects and urges the supreme value of natural science as material for training minds.

Prof. Armstrong is probably right in much of his criticism; he is probably right in many of his suggestions; but I question whether he is right in his emphasis, or right, if I may so express it, in his formulae. I believe that Herbart is supreme among educationists as a formula-maker, as the enunciator of educational ideas, principles, and methods in precise, convincing, and lucid language. The preceding remarks and quotations will serve to show whether Prof. Armstrong has a similar power. I think he has not. "What is the aim of education?" He does not tell us; or, when he does attempt to tell us, his formula is too complex to be conclusive. "Is the aim to be to make the mind strong or to make it full?" asked Edward Thring. I question whether Prof. Armstrong has answered this question satisfactorily. He would certainly not say: "To make it full." He has certainly never said: "To make it both strong and full"—the only true answer. He would probably say: "To make it strong." But to say this is to claim that the thousands of men who acknowledge Herbart as their leader have been wrong from beginning to end.

Prof. Armstrong has many striking things to say concerning the need for educational idealism and educational "theory"; these sayings are permanently true, even though we may not assign precisely the same place as he to "heuristic" methods. "Most teachers have never been trained to think broadly" (page 18). "Our system of education has no proper theoretical basis" (page 43). "Questions of method, aim, and object find no place in the discussion" of educational matters (page 101). Even where undeniably good work is being done under the *agis* of an educational body "it is not yet the habit of its members to interest themselves in educational method" (page 213). The science of education—at present "non-existent"—will "come into existence only when a rational theory of education is developed and applied" (page 53). The value of such a "science" will be not merely intellectual; Prof. Armstrong sees—as the Herbartians see—that elevated interests such as education alone can create are a moral protection, capable of "considerably diminishing the national drink bill" (page 53). With such ideals in their minds, teachers will be humbled by a feeling that "no task is so difficult as that of teaching properly, no career in which finality is more impossible to attain to, no career which offers greater opportunity for perpetual self-improvement" (page 92). The battles of the future will have to be prepared for, not in the playing fields of Eton, but in the school itself, or, as Prof. Armstrong says, "in the school workshop" (page 15). But it is no good to brag of the superiority of "practice" to "theory"; it is the latter rather than the former that is now specially needed in order to clarify and vitalize education (page 42). "We need some

cataclysm which will sweep away preconceived opinions and give clearness to the atmosphere. . . . Why cannot we agree to scrap our scholastic and academic ideals—if not our schools and schoolmasters—and refit on scientific lines? . . . Unless we recognize prophets—if progress be allowed to depend on the multitude—we shall perish" (page 71). "It will be of little use to increase the mere appliances unless we can introduce a new spirit into our educational work" (page 108), yet those who would fain introduce this "new spirit"—the "prophets" themselves—are despised and mistrusted on all sides. Educational progress is too often a thing of fads and booms; "just now the 'Nature study' boom is on" (page 90); such booms, encouraged by "grants in aid," will continue until sounder and more comprehensive views than the present hold the field. We must come to recognize that there are three necessary subjects of instruction—"experimental work, literary work, and manual work" (page 185).

These last words show that the onesidedness which seems to deface most of Prof. Armstrong's writing is partly due to the exigencies of controversy; he has had to fight the battle of improved science teaching, and, in fighting it, to ignore other claims and needs. But he recognizes, as we see, the value of literary subjects, though whether he recognizes their value in full—their relation to character and moral sensitiveness—is, I think, extremely doubtful. His verdict on history scarcely does justice to the possibilities of that subject—the moral value of biography, and the like (page 183). Nay, in one passage he explicitly relegates it, along with geography (and, what is less surprising, with spelling and grammar), to "very secondary positions in the programme" (page 191). He scarcely at all realizes the value of kindling the imagination by means of story, fairy-tale, poetry, and literature generally; the Bible is never mentioned. The boy who is brought up on Prof. Armstrong's curriculum is to be pitied; he is drilled on the "three R's," mechanically taught; then on "scientific method," "the equivalent of drill and discipline in the case of an army" (page 191). Drill, drill, drill; but where comes in the feeding of the soul? That is avowedly a "secondary" matter. I would reverse the order. Feed the soul with ideas; prevent—absolutely prevent—mental and moral starvation; then go to Prof. Armstrong and learn how to drill or exercise the well-fed soul. He can teach you.

A PLEA FOR A "HISTORY ROOM" IN SCHOOLS.

IT is time for history teachers to assert themselves and claim for their subject a due amount of consideration in the organization of a school. For history, in common with geography and literature, is suffering—in girls' schools, at any rate—from the modern tendency to sacrifice English subjects to the demands of science and modern languages. For science lessons there are small, carefully graded divisions in a science laboratory, elaborately fitted up with expensive apparatus, and science claims an increasing amount of time both in the school and home-work time-tables.

In girls' schools an increasing amount of time is also being allotted to modern languages. In this case, too, the divisions are small and carefully graded, and, although there is little apparatus beyond the wall pictures for elementary lessons, yet it will generally be found that a large amount of money must be spent to buy the French and German grammars, reading books, composition books, &c., in use in the various divisions.

So far, so good; no one would be prepared to deny that, if science and modern languages are to be taught at all, they must be taught properly, and that, if they are taught properly, these arrangements are necessary. But—and it is a big "but"—the time-table is limited, and generally the funds at the disposal of the school are limited too. In order to secure effective teaching in science and modern languages the tendency is to allot less and less time to English subjects, including history, and to arrange that the lessons in these subjects should be given to whole forms together—often consisting of from thirty to forty pupils. And yet the time allotted to history varies inversely with the changes in the syllabus. The times are long gone by when girls at school learned no history except English history, and that in an unsystematic way—perhaps doing the same

period again and again, perhaps starting afresh year after year at 1066, but never by any chance going beyond "the Georges," and probably having the vaguest and haziest ideas about these Hanoverian reigns. But now it is a different matter. The history teaching is blamed, and rightly so, if girls go through the school and leave from the sixth form without having acquired a knowledge of the salient points in the history not only of their own country, but of the world as well.

English history must no longer end with "the Georges"; it must be continued to 1901. The history of the British Empire must be taught—in outline, at any rate. A bird's-eye view of the history of the world must be given, while local history must not be forgotten, and somewhere in the history scheme a place must be found for the teaching of a few elementary facts about the present-day government of our country and Empire.

Such is the ideal: a history scheme including outlines of general history, ancient, mediæval, and modern; a fairly detailed course of English history up to the death of Queen Victoria; Imperial history and local history. But how can this be arranged with the time at our disposal? It is quite possible to make such a scheme on paper. It is quite possible—nay, more, it is quite easy—to give a series of interesting lessons in accordance with such a scheme. And it is, alas! equally possible to find at the end of such a course, extending over several years, that the girls have no definite knowledge of history whatever. How, then, is this state of things to be remedied? If we could have more time, the matter would be easy; but, under the present conditions, with the small amount of time at our disposal, what can be done?

In the first place, the history teaching should, as a general rule, be entirely in the hands of history specialists. The old idea that "any one can teach history" is fast dying out. It is to a certain extent correct. Any one with a vivid imagination and a command of language can give an interesting history lesson. That is the easiest thing in the world, provided always that the teacher is fresh and not jaded and worn out with correcting written work. But it is only the trained student of history who has the sense of historical proportion, which is at the bottom of all really successful history teaching. "The best teacher," we are constantly reminded, "is one who knows what to leave out," and in history, more than in any other subject, it is important to distinguish between the less important facts which can, with safety, be passed over lightly and the points of vital importance which must, by constant reiteration, be impressed on the children's minds in such a way that they can never be forgotten.

But, even if the whole of the history teaching is in the hands of specialists, there is need for the greatest economy of time and energy if a comprehensive scheme is to be carried through satisfactorily. And it is here that the specialist would be helped by having a room set apart for the teaching of history—a "history laboratory," in fact, in which small classes should be taught. I say "small classes" advisedly, for really to teach history to a class of more than twenty-five is a practical impossibility, as any one who has tried to do so knows. It is perfectly easy to interest a class of forty, fifty, sixty, or even a hundred, in a history lesson, but twenty-five is the outside limit of a class in which each individual can be really taught. With larger classes it is impossible in a lesson of thirty to forty-five minutes to ensure that each pupil has really grasped the essential points of the lesson and home-work, and can give intelligent answers, *vis à vis* or written, on the facts acquired.

But, given the history specialist and the small class, what is the need, it may be urged, of a history laboratory? Simply this: the history teacher needs apparatus just as much as the science teacher, and this apparatus is not easily carried about from room to room between lessons. We must teach history through the eye as well as the ear; the imagination must be stirred up, the memory helped, the sense of proportion cultivated, by what the pupils see as well as by what they hear. In such a laboratory there would be portraits and busts of great historians and great characters in history, views of places and buildings famous for their historical associations, illustrations of life and dress in former times (such, for example, as those published by Horace Marshall & Son), reproductions of old prints, &c. And of equal importance would be the wall maps—historical maps and outline maps, in which the details necessary for any lesson could be quickly filled in. Of scarcely less importance would be wall charts, lines of time, date charts, and charts to illustrate special points (such, for example, as the

chart illustrating the growth of the British Empire published by Arnold & Son, Leeds). We should also need facsimiles of famous documents and letters and extracts from original sources. A museum containing old flint implements, medals, coins, models, old newspapers, and historical curiosities of all kinds would be most useful. The craze for collecting picture post-cards might be utilized, and a most interesting collection of historical views might thus be obtained. In such a room there should be a notice-board on which newspaper and magazine cuttings and illustrations referring to present-day matters of interest could be pinned, and a calendar on which events of importance could be entered. Such an arrangement might help the children to realize that "history is past politics, and politics present history."

And, finally, no history room would be complete without a good historical library, with copies of the great historical classics, so that the teacher could take down a book from time to time and read the immortal passages in which the master historians have described an event or portrayed a character.

To show that the possession of such a room is not altogether a visionary and impracticable ideal, I may quote from the "Report on the Teaching of History in Germany and Belgium" by Miss Woods. Speaking of the middle and higher boys' schools in Belgium, Miss Woods says:

There is a Government regulation for these schools which runs thus: "A room shall be specially arranged for the teaching of history and geography. This room shall be furnished with all the objects of intuition and demonstration necessary for the course—photographs, pictures, relief maps, atlas, maps, globes, &c." In addition to this special room, every *Athénée* and most of the boys' middle schools, and many of the better primary schools, are provided with a lantern and slides and a room adapted for their use.

I do not claim that such a room would do away with all the difficulties of the history teacher. There would still be need of the utmost care in the arrangement of the history scheme and of the correlation of the history in each form with the geography, literature, and composition; text-books would still have to be chosen with the greatest care; the need for some sort of "drill" of historical facts, for use throughout the school would not be abated. But there is no doubt that the possession of such a room would be an incalculable help to the teacher of a subject which is, after all, second to none in importance; for the study of history should stimulate the imagination, cultivate the reasoning power, broaden the sympathies, and, by training the sense of proportion, help in the acquisition of that "right judgment in all things" which is the aim of all "sound learning and religious education." M. A. HOWARD.

ON SOME FINISHED PRODUCTS.

OF educational reforms for which obvious need exists, none ought to hold a more prominent place in the national consideration than that which will tend to produce a higher standard of efficiency in those who are entering on the actual work of the teaching profession. How often has a head master to deplore the temporary disorganization of an important section of his school consequent on the appointment of a scholarly young assistant who has yet to learn the *elementa* of his profession!

We cannot but admit that in too many cases our training colleges send out scholars and students rather than teachers. As a rule, these "finished products" possess a very considerable stock of miscellaneous information, but only the most casual acquaintance with those important details that differentiate between the teacher and the *tiro*. Small blame to them! their curriculum is so elaborate that the one thing needful is rendered impracticable. Yet this curriculum is an excellent one, full of necessary subjects. We hold, however, that it ought to be, and might be, supplemented by giving the student further opportunity to devote a large portion of his time to the strictly professional aspect of his future work.

The extinction of the pupil-teacher in elementary schools is a question of years, and with his passing goes a method of training which was in many ways admirable and thorough, albeit a little empirical and hard. The pay was poor, and the combination of a day's teaching and an evening's study

merited condemnation on physical grounds. The pupil-teacher, as existing in some of our large towns, is a poor, irresponsible being compared with his hard-worked brother of a decade ago.

At present our training colleges draw large numbers of their best students from among those who have never taught a class, and these students themselves are often readiest to admit that they learnt little of how to teach during their period of so-called training.

To point out a flaw is much easier than to suggest an improvement in the structure; yet we feel emboldened, in the interests of educational reform, to essay the harder task. Granted that practising schools form a necessary and useful adjunct to training colleges, we maintain that the possibilities of their usefulness are by no means realized, much less exhausted.

We should recommend our student to pass a period of at least a year engaged in the study and practice of pedagogic, acquiring thus a sound knowledge of the principles underlying intelligent and well directed teaching. Psychology, physiology, and hygiene we should regard as essential elements in the curriculum. We require teachers who can trace defects to their true causes and adopt means of treatment which shall effect a radical cure. How often, to put the matter in concrete form, is defective spelling traceable to weak eyesight, or seeming stupidity the result of deafness! We have seen infant mistresses whose ignorance of natural physical laws made their school *régime* a veritable reign of terror, and assistants who stood amazed at unsatisfactory results while their practice violated every rule of psychology and hygiene. Theoretical work we must have, else our training will produce ignorant empiricists or soulless automata.

Practical work must be of two kinds: frequent demonstration lessons given by expert teachers who can expound the theoretical basis of their methods, and individual lessons given by the students, to be made the subject of subsequent criticism by their superiors. It is the custom in some colleges for students publicly to criticize the lessons given by their fellows, but the wisdom of encouraging weak criticism is questionable.

In addition to this, each student must be given a class to deal with regularly, not once a week, but so often that the children may discover and exhibit, as they cannot do otherwise, what stuff is in the teacher, so often, too, that the teacher may thoroughly realize what an absolutely vital matter in his profession is the study of the child, both in the individual and in the mass. In short, full and free opportunity must be given for the study of sound and rational discipline.

That work like this, thoroughly performed, is incompatible with the existing curricula of training colleges needs no pointing out. Of late years reforms have been both numerous and wise. Mere acquisition of facts bulks less largely than it once did; practical work, for instance in science and linguistics, is much more real, and the student is now permitted to leave behind him on entrance those subjects which may be regarded as purely elementary. All this has been rendered possible by the improvement in the average entrant. He knows as much on entrance as most of the students of earlier days did at their exit. The moral we refrain from pointing.

One method of securing the reform herein advocated would be the addition of a year to the period of residence—a year of work such as we have outlined. This might at first be optional, but of course the three years' certificate would be so much more valuable that most students would strive to gain it, and ere long the full course might be made normal. The additional expense involved would be met by an increased Government grant, justifiably claimed on the ground of increased efficiency. A corresponding saving would be effected elsewhere, inasmuch as the work done for the nation by the more highly trained teachers would be more directly effective than it is at present.

Our teachers, however, do not emanate exclusively from training colleges. Most of the foremost students in these colleges possess some University training, and many of our best teachers are purely University men. These latter gain their teaching experience at the expense of the schools which see their early efforts. The sight of a brilliant University scholar struggling with an unruly class, or tracing faint and hesitating hieroglyphics on a blackboard, must give the thoughtful pause. We remember with amusement the crude attempts of a learned Doctor of Science to expound the *pons asinorum* to a set of unruly scamps in a mischievous mood, and we stand abashed at

this waste of energy. Yet we next hear of him as a brilliant lecturer in a technical college. So we "muddle through."

If there existed various colleges of pedagogic, affiliated, where possible, to Universities, and accepting, elsewhere, graduates in arts or science as students, this waste and misdirection of energy might be prevented. Most of our Universities have a Chair of Education without any opportunity for practical work. Which of them has a Chair of Chemistry without a laboratory? Certainly in some cases a little practical work in education is done by fits and starts; but we plead for regular work, not sporadic.

All these colleges would be under Government supervision, and the principal of each would see to it that the curriculum was of a normal type, free from fads and eccentricities. It is not necessary to teach the higher branches of knowledge that one may learn how to teach: rather is it the case that the true test of teaching power lies in the success met with in dealing with comparatively young children. He who can secure the constant attention and arouse the willing interest of these little ones could, did his knowledge of the subject permit, equally well guide students through the mazes of the integral calculus. The difference is not one of educational dynamics, but of scholarship, and that is beside the present question.

A PROFITABLE PROFESSION.

THE teaching profession is overcrowded, and it is not well paid. The full significance of these facts is too little realized by women; their ambition so far has been rather to get leave to work than to take over-much thought as to the conditions of employment. Now that the footing is secure, better conditions are being sought—among them, a salary sufficient and leisure sufficient to admit of the self-development so necessary in a teacher. The subject of salaries has been much under discussion lately, and one point has come out clear—women teachers are paid on a far lower scale than men. Within limits, the remedy for this lies with the women themselves. Registration will probably help them, and signs are not wanting of an ultimate increase in the demand for their services.

Meantime, there is a branch of teaching which is not overcrowded, and which is not ill-paid. Physical education is coming more and more to the front, and teachers are in great demand, the minimum salary for a beginner being £100 a year. University-educated teachers often start with less, and their training is longer and more expensive. The case of Kindergarten teachers is still worse: after a training as long and almost as costly as the physical education student's, they can scarcely hope to obtain more than a bare living wage.

The physical training course lasts two years, and costs slightly more than £100 a year; this including board and residence during the college terms. Several systems are taught in England—the Swedish, German, British, military, and combinations of these; but the Swedish is in many respects the best. It aims at a proper development of the whole body, and its practice is thoroughly intelligent, being based on a sound knowledge of anatomy and physiology. A properly trained student learns as much of these subjects as would be required for a preliminary medical examination, and every exercise practised and taught can be justified by a scientific theoretical explanation. Other systems, less careful in this respect, may develop one part of the body at the expense of another and degenerate into a mere performance of acrobatic feats, which, in itself, is not necessarily educative, and may be positively harmful.

To study the Swedish system at first hand, one must go to Stockholm. There it is practised and taught on the lines laid down by the famous Ling. The Royal Central Institute, founded by the Swedish Government as early as 1815, gives a free training, but the number of foreigners received each year is limited to two. One of the obvious difficulties of this plan is the acquiring of the language; it is also considered by some a disadvantage to the English girl who intends to teach afterwards in schools that no games are taught.

The Swedish system was introduced into England about twenty years ago, and several colleges for training students have since been established in various parts of the country. Great

care is taken to ensure that only those really fit for the profession should enter it ; in most of the colleges students who are evidently unsuitable are not received, and, if after entrance they prove in any way unfitted, they are not allowed to proceed. Good health, naturally, is one essential condition of fitness—there must be no constitutional defect ; brightness of manner, a clear voice, and general alertness and intelligence are valuable qualities in a student. Combined with a love of the work and a recognition of its importance, they should go far to make a successful teacher.

The value of a physical training whose object is perfect bodily development cannot be easily over-estimated. A child's mind is not infrequently developed at the expense of his body, especially in the occasional cases where the child is a willing instrument and does not care for games. Many of the more important girls' schools have nowadays a games mistress—or, better still, a physical education mistress—attached to their staff, and there is every reason to hope that the number of these will increase. In these circumstances, and so long as the test of fitness continues to be rigorously imposed by the training colleges, the profession will, no doubt, remain a profitable one ; and a woman with practical ability and plenty of initiative will find herself able to earn much more than the initial £100 a year, which is the generally recognized minimum.

All those who have the charge of girls destined eventually to become workers—parents and teachers—should not fail to keep before their minds this lucrative and attractive calling as a possibility for a healthy girl to whom physical exercise is a delight. Too frequently it happens that girls go to college, and thence drift into the teaching which is so overcrowded and so underpaid—not conspicuous successes there, not conspicuous failures—girls who might have made admirable teachers of physical culture if only the suggestion had come their way.

Balance—the cherished ideal of the Greeks and Romans, so hard to attain in its perfection—may at least be sought in an education which shall skilfully combine the development of mind and body, neither to the other's detriment, but each in just and due proportion.

M. SHAXBY.

SOME ASPECTS OF HYGIENE IN SCHOOLS.

By AN ASSISTANT MISTRESS.

I AM not one of those fortunate people who are able to attend conferences, hygienic and otherwise, but I have read with interest the weighty utterances of others on the subject of hygiene in schools, and am glad to see that many authorities recognize the fact that much may be done by example, more perhaps than by precept, in this respect.

There are considerable difficulties in the way of teaching physiology and hygiene in schools, and many people, while fully appreciating their importance, think it best to exclude them from the ordinary curriculum. Therefore, if we really believe that it is better to train up healthy children than sickly ones, and to give the next generation a better chance than the present one, it is evident that we must find some means of instilling important hygienic truths without the aid of formal lessons. I would suggest that there is much that head mistresses might do, with the exercise of a little courage, and much that assistant mistresses might do, if they were granted a little more individual liberty than they usually are. There are four directions in which something at least might be done without any very serious upheaval—dress, food, ventilation, change of posture.

First, with regard to dress. There are numbers of girls in middle-class schools who habitually wear stiff, tight corsets. In some cases they themselves object to this, but their mothers inform them that they will never have a "figure" unless they are dressed in this way, and so the poor things submit. I need not enumerate all the evils that follow immediately from this—headaches, pain in the back, anæmia, loss of energy and brain-power ; they are well known to every teacher. The girls themselves, as they grow older, learn the other and graver results, and yet they continue to inflict them on their children. Other girls, whose mothers would tell you that they entirely dis-

approve of tight lacing, usually come to school in dresses that are much too tight in every way, especially across the chest and in the sleeves. All these girls grow up practically deformed ; yet, when their mothers take them to a doctor, as they are obliged to do sooner or later, it is seldom that he tells them clearly and decidedly the truth. There may be some who do so, but I myself have not met them. The favourite prescription, as far as I am able to judge, is that they are "to run wild for a term." All teachers know the results of that proceeding.

Now all this might be avoided if every head mistress would make it one of the fundamental rules of the school that no corsets or tight clothing of any kind are to be worn in the school. This is done in at least one well known school ; why should it not be done in all ? If it were the universal rule, parents would perforce agree to it, and the next generation would be spared untold suffering.

Secondly, with regard to food. I suppose that at the present day there are few food specialists who would admit that a liberal helping of boiled or roast beef or mutton, accompanied by a more or less solid potato, and followed by suet pudding, varied by an occasional jam tart, forms quite the most suitable meal on which to perform from two to two and a half hours' hard brain work. Yet this is certainly the average dinner supplied at middle-class schools to both pupils and teachers. Is it really impossible to introduce a liberal use of vegetables, and of light, easily-digested food, as even an occasional substitute ? Head mistresses often say that they cannot afford to make these changes, but all those who have any practical experience in the matter know that what is known as a "reformed" diet costs less in actual money, and in time of preparation, than the ordinary diet. I am not an extremist on this point, and would not entirely abolish the use of meat ; but I think that some of the results of modern scientific research into the food question might with advantage, and with little difficulty, be adopted.

Thirdly, with regard to ventilation. Imperfect ventilation is responsible for most of the fidgetting that goes on in class. It is impossible for any one, teacher or child, really to concentrate her attention on her work when the air in the room is becoming more and more impure. Yet in some schools no mistress is allowed either to open or shut her own schoolroom windows. At stated intervals, a student-teacher is sent round to look at the thermometer. If it registers 61° F., the window is opened ; if 59° F., then the window is shut. No appeal is made to the trained and experienced teacher, and no appeal by her is allowed. It seems impossible to convince people that the temperature of a room is not a reliable test of the purity or impurity of the atmosphere, for this, and not the warmth of the atmosphere, is the important point. I have known girls to be really cold when sitting in a room with a temperature of 65° F., where the window had not been opened for nearly three hours, while another class, whose thermometer registered 58° F., and who had been sitting with the window open all the morning, were perfectly warm. Surely a mistress who has been trained, and, consequently, has some knowledge of hygiene as applied to schools, might be allowed to exercise some discretion with regard to the ventilation of her own class-room.

Of course, the question of "draughts" is always a burning one. Few people are willing to believe that you can sit with impunity with the window wide open top and bottom while the room is being ventilated, when you would be liable to catch cold if it were open only an inch or an inch and a half at the top ; yet this is true. Children, as well as other people, require to be taught what is, and what is not, a "draught." Very often the girl who complains of a "draught" is one who comes to school on a bitterly cold day in a semi-transparent blouse through which her bare arms show. Her parents probably spend more money on her clothes than on her education ; yet she sits and shivers when every one else is quite warm. If a simple, dark, woollen dress were compulsory, many an infectious cold that goes through the school would be avoided.

Lastly, with regard to change of posture. I suppose all head mistresses would agree that a certain amount of change of position is desirable during school hours ; yet, if one came in and found a class doing a few simple arm-stretching exercises when she expected them to be having a geography lesson, what would she say ? The very least would be a severe remark to the effect that "it must not occur again." Now this is absurd. When a child is obviously tired of sitting still—I mean an

average child who is usually attentive and industrious; not a child who is always on the look-out for some new distraction—surely it should be permissible to give a little impromptu drill; a very few movements would suffice to make the class feel perfectly comfortable, and able and willing to return to their work. Most schools, of course, provide regular physical exercises, but many children require more than this, especially in dull, heavy weather; it is the immediate and momentary relief which wards off the feeling of lassitude and nerve-strain which is needed, and which is so valuable.

It seems strange that, while so much is being written and said on the subject of hygiene, we should find so little practical application of its principles in schools. Is it that head mistresses do not really understand the subject, or do not sufficiently appreciate its importance? Of course, the Register does not require a knowledge of hygiene, but then it does not demand as an essential that a teacher should be trained. Some years ago, before the outside world had ever heard of such a thing as a Register for teachers, the head of a well known training college was speaking on the subject to her students, and remarked, "Of course, when that time comes, you will all be registered, because you have been trained." Many of them are registered, but I am afraid that their training was not the point which carried most weight with the registering authorities.

Is it too much to hope that the time may come when the Register will demand training as the first essential, and an untrained teacher, and in particular an untrained head—for with her rests the ultimate responsibility—will be an anomaly not to be found in what ought to be the honourable profession of teaching?

BOOKS OF THE MONTH.

Bibliography.

A Register of National Bibliography. In 2 vols. By W. P. Courtney. Constable, 31s. 6d. net.

Classical.

Homeric Study. By H. Browne. Longmans, 6s. net.
Progress of Hellenism in Alexander's Empire. By Dr. Mahaffy. Fisher Unwin, 5s.
Cicero's Tusculanae Disputationes, Vol. I., Books I. and II. Edited by T. W. Dongan. Cambridge University Press, 10s. net.
Thucydides, Book VI. Edited by A. W. Sprat. Cambridge University Press, 6s.
The Teaching of Latin. By W. H. S. Jones. Blackie, 1s. net.

Commercial.

Dictionary of Economic Terms. By Frank Bowen. Routledge, 1s. net.
The Merchant's Clerk: The Operations of the Counting House. By John Pearce. Twenty-sixth Edition. E. Wilson.
Compound Interest. By A. Skene Smith. E. Wilson, 1s. net.

Divinity.

The Life of Christ in the words of the Gospels. By Canon J. J. Scott. Murray, 7s. 6d.

English.

Robert Browning. By Prof. C. H. Herford. Blackwood, 2s. 6d.
Trench's English Past and Present. Edited, with emendations, by A. Smythe Palmer. Routledge, 2s. 6d.
Specimens of the Elizabethan Drama from Lyly to Shirley. By W. H. Williams. Clarendon Press, 7s. 6d.
Practical English Grammar. By Mary F. Hyde. Heath, 2s. 6d.
The Essentials of Composition and Rhetoric. By A. S. Espenslade. Heath, 3s. 6d.
The Dream of the Rood. Edited by Albert S. Cook. Clarendon Press, 3s. 6d.
The Vision of Piers the Plowman. Done into Modern English by Prof. Skeat. A. Moring, 1s. 6d. net.
Little Quarto Shakespeare: Macbeth; Othello. Methuen, each 1s. net.
Tennyson, Idylls of the King (2 vols.); English Idylls; In Memoriam; Maud. Heinemann, each vol. 6d.
Blackie's English School Texts.—Plutarch's Alexander; Macaulay's Second Chapter; Tanglewood Tales; G. Borrow, Gipsy Stories; Antonio and Benedict Mol. Each vol. 8d.

Nelson's Sixpenny Classics.—Tom Brown's Schooldays; The Deer Slayer; A Tale of Two Cities.
Meiklejohn's Poetry Books.—A New Selection in Four Books. Prices 2d., 3d., 3d., 4d.
The Picture Shakespeare.—Henry VIII. Blackie, 1s.
The Talisman. Dent, 1s.
Ruskin's Sesame and Lilies. G. Allen, 1s. net.

French and German.

A Practical French Grammar. By F. W. Aveling. Sonnenschein, 3s.
Grammaire Française. By Mary Stone Bruce. Heath, 3s.
German Exercises. By H. G. Atkins. Blackie, 1s.
Lectures Françaises, Géographie et Histoire. By W. M. Poole and Michel Becker. Blackie, 2s. 6d.

Mathematics.

Introductory Mathematics. By A. B. Morgan. Blackie, 2s.
Graphs for Beginners. By W. Jamieson. Blackie, 1s. 6d.
University Tutorial Series. A Preparatory Course in Geometry, 9d.

Miscellaneous.

Trades Unions. By Geoffrey Drage. Methuen, 2s. 6d. net.
Wild Flowers Month by Month. By Edward Step. Part I. F. Warne, 8d.
Velasquez. By Auguste Bréal. Duckworth, 2s. net.
Highways and Byways in Derbyshire, with illustrations by Nelly Erichsen. Macmillan, 6s.

Readers.

Longmans' British Empire Readers, Introductory and Books I.-VI. From 8d. to 1s. 9d.
New Globe Reader, Book II. Macmillan.
The York Reader, Book II. G. Bell, 10d.
The Story of the English People. By J. Finnemore. A Simple Historical Reader. A. & C. Black.
Stories of Robin Hood. By J. W. McSpadden. Harrap, 1s. 6d.
Stories of King Arthur and his Knights. By U. Waldo Cutler. Harrap, 1s. 6d.

Science and Philosophy.

Electromagnetic Theory of Light. By Charles Emerson Curry. Part I. Macmillan, 12s. net.
Henry and Hora's Modern Electricity: a Practical Working Encyclopedia. Hodder & Stoughton, 5s. net.
Chemical Society. Annual Reports, Vol. I. Gurney & Jackson, 4s. 6d. net.
Object Lessons in Elementary Science, Stage V. By Vincent T. Murché. Macmillan, 2s.
Principles of Heredity. By G. Archdall Reid. Chapman & Hall, 12s. 6d. net.
The Evolution of Knowledge: a Review of Philosophy. By Raymond St. J. Perrin. Williams & Norgate, 6s.

Travel and Adventure.

The Blue Adventure Book. Edited by A. T. Quiller-Couch. Cassell, 5s.
Four Adventures: Tales of the Youth of the World. By Maurice Hewlett. Macmillan, 6s.
Farthest North. By Fridtjof Nansen. Constable, 6s.
The Cruise of the "Cachalot." By F. T. Bullen. Smith, Elder, 3s. 6d.

JOTTINGS.

THE League of the Empire announce two prizes for essays open to all schools throughout the Empire. 1. A silver challenge cup, value ten guineas, to be held by the school, and a personal prize of five guineas open to all pupils in secondary schools. Limit of length, 2,000 words. 2. A similar challenge cup and a personal prize of three guineas open to all pupils in primary schools. Length of essay, 1,000 words. The subject of the essay for this year is "Empire Day, its foundation, purpose, and modes of celebration." Full particulars may be obtained from the Secretary, Caxton Hall, Westminster, S.W.

"THIS moral in your meerschaum put."—The average infant mortality in France for children suckled by their own mothers is 39 per cent., but for children whose mothers work in the tobacco factories at Nancy while still suckling their infants it is 99 per cent. So states Dr.

Mutual in an article in *Soziale Praxis*, entitled "Tobacco as Child-murderer."

THE University of London sends us information with regard to the arrangements made in behalf of candidates for commissions in the Army. Details will be sent to intending candidates on application to the Academic Registrar, University of London, S.W.

THE table of Holiday Courses on the Continent for instruction in Modern Languages has been prepared by the Board of Education, and will be sent to inquirers at the Board of Education Library, St. Stephen's House, Cannon Row, S.W.

SEVERAL entrance and house scholarships are offered at Tonbridge School. The examination begins on June 27.

MR. J. H. HICHENS, Head Master of Wolverhampton Grammar School, has been appointed Head Master of the new King Edward VII.'s School at Sheffield, at a salary of £800 a year.

THE Royal Institute of Public Health will hold the London Congress from Wednesday, July 19, to Tuesday, July 25, under the presidency of Lord Londonderry, at the Polytechnic, Regent Street. The inaugural address will be delivered at 3 p.m., on Wednesday, at the Haymarket Theatre. The sectional work will begin at 10 a.m. on Thursday. The sections connected with education are: B, Municipal Administration of the Educational Acts (President, Mr. J. H. Yoxall); C, Child Study and School Hygiene (President, Lord Stanley of Alderley). An address on education is also promised by the Right Hon. Arthur Acland. The subscription for membership of the Congress is one guinea.

MISS F. M. BUTLIN has made arrangements for a fourth visit to Denmark, from August 14 to 25. The plan includes special visits, and lectures on "Danish Education." A specially attractive feature is a course by Prof. Otto Jespersen on "The Teaching of Modern Languages." The return ticket is £4, and the fee for lectures one guinea. It is reckoned that £10 will cover the whole expenses. For particulars apply to Miss Butlin, Old Headington, Oxford.

THE statistics of the last London Matriculation Examination give the following results:—Candidates, 1,897; passed, 891; rejected, 1,006; First Division, 225; Second Division, 666. Among the alternative subjects, French heads the list with 1,674 candidates; next comes Latin, with 1,031 candidates. Only 161 took German and 111 Greek. The most fatal subject, next to Logic, which few took, was Modern History—rejected, 36.7 per cent. Among the compulsory subjects, English accounted for 26 per cent. of the rejections and Elementary Mathematics for 17.1 per cent.

THE Deutscher Sprachverein has made arrangements for celebrating the Schillerfeier by a musical entertainment to be given at the Queen's Hall on June 3, in which the London Symphony Orchestra and various other musical societies will take part.

A NEW experiment is being tried at Reading, where the Council has just opened a school which will combine in the same building primary, secondary, and technical education. The Joseph Henry Wilson School—so called in memory of a former chairman of the School Board—has cost £26,000, and will accommodate over thirteen hundred pupils. It is arranged in four departments, with a head teacher for each.

ON April 11, at the summons of Lord Rosebery, a meeting of Old Etonians was held to consider a fitting way of marking the services of Dr. Warre to Eton. The chairman, in a brief speech, said he ranked the position of the Head Master of Eton above that of a Secretary of State. Secretaries, worthy and unworthy, came and went, but the Master had the training of most future Secretaries. The secret of Dr. Warre's success he found in his intense manliness. Ultimately the form of the testimonial was left to a committee.

TWO of the four vacant head masterships are announced in our advertisement columns. Haileybury, it will be seen, is worth £2,200 a year with a residence; the City of London School £1,000 without. If, as is undoubtedly the case, masters of the great boarding schools are overpaid, London masters are underpaid. It is in every way unfitting that the masters of our great London schools should be compelled to supplement their salaries by undertaking examination work or other extraneous duties.

WE know not who is the history teacher at the Royal Osborne College, but he must be a wonderful man. He has discovered that

"small boys are almost as capable of understanding advanced work if it is appreciatively taught." "In fact, as in theory, his pupils of thirteen or fourteen are enjoying work in history which is quite up to what is known as scholarship level." "It is indisputable that the teaching of history at Osborne is incomparably better, both in method and results, than it is at Oxford." We quote these statements on the authority of the *Daily Graphic*. What better evidence can there be if the makers of modern history are to be judged by results—i.e., dividends?

WHOSE are the beautiful lines quoted recently *à propos* of Eton?—

Sed Argo
Vela facit tamen, aureumque
Vellus petendum. Tiphys alhuc tenet
Clavum magister; stat Telamon vigil,
Stat Castor in prora, paratus
Ferre maris salientis ictum.

A VACATION course in modern languages has been arranged to be held at the University of Edinburgh during the month of August. A staff of over thirty French and German professors and lecturers has been engaged, among these M. Paul Passy and Prof. Viator.

WE briefly called attention some two years ago to Messrs. Underwood's stereoscopes and stereographs for class teaching, of which a demonstration was given in the Mercers' School. We are glad to learn that they have been widely adopted and have found their way into the great public schools—St. Paul's School and Harrow. Geography teachers should apply for lists to the publishers, 3 Heddon Street, Regent Street, W.

A SCHOOLBOY'S tribute to Lord Macaulay:—"One of his best qualities as an essayist was that of having an uphauling memory and a voracious appetite for books. While travelling 16 miles he devoured 14 books of the *Odyssey*."

THE London County Council is setting vigorously to work to provide adequate training for teachers. In September next there will be at the Day Training College, Southampton Street, 100 places for men and women; at the D.T.C., Greystoke Place, 80 places for women; at the Goldsmiths' College, New Cross, 100 places for men and women. Admission will, in all cases, be free, and candidates will receive the full Government grant for King's Scholars. The residential training colleges in the London area at present provide accommodation for 444 men and 704 women.

DR. F. W. G. FOAT, of the City of London School, has been appointed chief examiner for the year 1905, in connexion with the award of the L.C.C. Junior County Scholarships, at a fee of 100 guineas. As assistant examiners, each at a fee of 50 guineas, to be increased at the rate of 6d. a paper in the event of the number of papers to be corrected by each examiner exceeding 2,000:—Miss Rosa Bassett, Miss C. A. C. Burns, Miss K. F. Lee, Miss A. Metcalf, Miss C. J. Ambler; Messrs. H. Bendall, R. Booth, S. J. Brading, F. R. Earp, R. W. K. Edwards, J. Hale, R. Lachlan, J. Lees, J. W. Longsdon, E. T. Marsh, J. R. McIlwraith, F. H. Spencer, A. E. Twentyman, W. Whiteley, and R. F. Winch.

MR. F. KETTLE, writing to the *Westminster Gazette*, raises a timely protest against editors who "delight in the sifted folly of the classroom." "The real shame and pathos of these humorous selections lie in the abject and colossal ineptitude of the postulators and not in the ignorance of the respondents. Think of the state of mind of a schoolmaster deliberately excogitating such a question as 'What was Jonah's prayer when he was in the whale?' What can we say, again, of an H.M.I.'s unctuous priggishness in challenging the accredited duffer of a form with 'Now, my dear, you shall tell us what your nose is for?' That question takes all interest out of the response." We make a note, but our withers are unwrung.

THE GYMNASIUM TEACHERS' INSTITUTE.—The annual display by the members of this Institute will be given in the large hall of the Northampton Institute, Clerkenwell, E.C., on Saturday evening, May 20, commencing at 7. The display will be of especial interest to ladies and gentlemen interested in physical education.

MR. J. W. BLAKE, whose historical charts are noticed elsewhere, sends us an amusing postcard that he received from Gordon Stables:—"Dear Sir,—Chart 11 to hand. It contains one grievous mistake which, if not altered, will do—n its sale in Scotland. Scotland was not united to England. It was the other way about, for Scotland annexed England, or united England, to Scotland. Why not stick to

(Continued on page 374.)

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undeniable facts?" This proves how necessary was our warning in last month's "Jottings."

COMPARISONS are odious is evidently an article of faith with Sir William Anson, the Lord Advocate, and Mr. Walter Long. On April 12 they unanimously refused to supply a return moved by Mr. T. O'Donnell on the comparative condition and cost of education in England, Scotland, and Ireland. Mr. Healy justly complained that first money was refused and then information. The man in the street would imagine that a more harmless and interesting return could not be asked for; and this was evidently the view of a large section of the House of Commons, for the motion for the return was only rejected by the small majority of twelve.

In our opinion special stress should be laid on Sir William's confession of inability to supply the information asked for, because, in the new order of things, no function of the Board of Education is of greater importance than that of collecting and analyzing statistics of all kinds relating to education. There is no sign at present that this great duty is being realized. The work must not be done by amateurs, for "statistics" has become a science. It would be a good thing for the nation if the Board could find a Llewellyn Smith for this important work. Scientific training is an essential qualification for such an official. The work would perhaps be hampered by the unfortunate fact that the Board cannot demand the publications of Local Authorities; but no doubt nearly all the Authorities would willingly co-operate.

WE must congratulate Dr. Macnamara on his success in securing all the essential information by other means. On April 19 he addressed questions to the three Ministers concerned, who had the good sense to answer to the best of their ability. It appears that the grant per child in average amounted in 1903-4 to £1. 18s. 3½d. for England, £1. 15s. 7d. for Scotland, and £2. 11s. 9d. for Ireland. In Scotland 19s. 11½d., and in Ireland 4s. 5½d., per child came from local rates. But Sir William Anson was unable to say how much came from this source in England, because the year 1903-4 was "a period of transition"; and in other respects his information was meagre and crude.

THE virtues of Florigene, or the Dust-Allayer, having been brought

to our notice in testimonials from well known public schools and colleges, we determined to give it a trial in the offices of *The Journal*. Florigene is an odourless fluid that is spread on the floor; for the spreading a special apparatus is provided, though this is not essential. It soon dries, leaving a thin filament. To this the dust adheres, and can be removed with a hard broom. In this case it was applied partly to a wooden floor, and partly to linoleum. As far as a month's trial can show, it is a perfect success. One application is said to last from two to four months, according to the wear. There is no need to point out the hygienic advantages, to say nothing of the saving of labour in scrubbing and dusting.

A VACATION COURSE from July 31 to August 12 (inclusive) has been arranged at the Froebel Institute, Talgarth Road, W. The course will include demonstration classes, lectures, expeditions for "regional survey," and social reunions. The services of Miss McMillan, Miss Burstall, Prof. Earl Barnes, and Prof. Findlay have been secured. For particulars apply to Miss M. E. Findlay, 36 West Side, Wandsworth Common, S.W.

MR. P. A. BARNETT, on his return from Natal, to which colony he was seconded by the Board of Education to act as Superintendent of Education, has been appointed Chief Inspector of Training. He will bring to the new office not only wide experience gained both at home and abroad, but also a basis of scientific knowledge that is rarely found among the higher officials of Whitehall.

It is reported that Prof. Sadler is to be the first Principal of the Sheffield University.

Child Life for April is a strong number. In particular, it contains the striking presidential address by Mr. J. H. Badley, and memorials of Mme. Michaelis by fellow-workers and pupils.

We recommend M. S. Bruce's "Grammaire Française" (Heath) to "Head Mistress," who asks for simple French grammar in French with exercises.

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OCCASIONAL NOTES.

ON May 8 the Scotch Education Bill was read a second time without a division. Dr. Macnamara seized the occasion to advocate once more *ad hoc* Authorities, and justly pointed out that the principle that was denounced by the Prime Minister as retrograde for all times and places, and impossible for England and Wales, was now commended by the Government as the best of all possible policies for Scotland. The Lord Advocate, flinging Mr. Balfour's theories to the winds, gave the only possible justification—that Scotland educationally is miles ahead of England. For better or for worse, this chapter, we believe, is closed for the present generation, and it is useless to reopen it. But there is one clause in the Bill which, in our opinion, might well be adopted south of the Tweed. Mr. Bryce gave the real reason why discussions on Scottish Education Bills were so pacific. "Education in Scotland was not under the control either of any clerical party or of any ecclesiastically minded laymen." Why should not the form and method of religious instruction in England, as in Scotland, be left to Local Authorities to settle for themselves? A similar right of appeal to the Board of Education should be allowed, and there would be no difficulty in providing something analogous to the Scottish fund for subventions to meet the case of Jews and other religious minorities.

IT would be unreasonable to expect that Mr. Balfour should have stated categorically the policy of the Government as regards the East Ham revolt when the question was raised on Mr. Gray's motion for adjournment, but we did look for some more sympathetic treatment of what is on all hands acknowledged to be a very hard case, and the

voting showed that the House was not convinced by the Prime Minister's arraignment of the borough at the bar. Moreover the prosecution had been badly instructed in their brief. It is not the fact that East Ham has gained by the Act of 1902 and the consequent repeal of the Necessitous School Board Act. The charge of extravagance against the Borough Council was wholly unsubstantiated, and the doctrine that a poor borough must content itself with poor schools seems to us cynical. Now, however that, through the intervention of Mr. Ernest Gray, the resolution of the East Ham Council has been rescinded there are good hopes that the emergency will be met by a special grant—not simply by turning all infants under five into the streets. It may be true that these babes have no business in a school; but, unless *crèches* are provided, we shall have to excuse the attendance of the big sisters who look after them.

THE N.U.T. has successfully gathered in one fold the voluntary and Board school teachers of the kingdom, and its Council have naturally avoided raising questions that might lead to a disruption between the two constituent bodies. A Conference meeting at Llandudno under a Welsh President could, indeed, hardly keep silence on the critical position of Welsh schools, but it needed courage and faith in the goodness of his cause for Mr. Tom John to devote the whole of his address to the religious difficulty, and to set forth his own solution with unreserved and unequivocal plainness of speech. It is, in brief, a common syllabus of moral Christian training; in other words, the teaching of duty based on Christian sanction, with the Bible as a text-book and without dogmatic formulæ. The abolition of denominational tests for teachers follows as a natural consequence. This solution, Mr. John believes—and we agree with him—would satisfy the great body of teachers; and, if free opportunity for special dogmatic teaching is conceded outside school hours, it ought to satisfy all the Protestant sects. The weak point of Mr. John's argument is that he leaves out of account Roman Catholics and Jews. These will not be satisfied; and for these, it is generally agreed, special schools, with sectarian teachers, must be provided. But, if an exception is made in their favour, how are we to refuse the same privilege to the extreme Anglican who, like the Dean of St. Paul's, considers the religious teaching given by the Board school as one of the works of the Devil?

MR. MORANT'S prefatory memorandum to the Regulations for Secondary Schools says definitely that the Board will cease to recognize as secondary a school in which the bulk of the scholars drop out or the school after passing through a portion only of the complete course. A school to be recognized as secondary must plan a course of education from the age of twelve to the age of sixteen, and it must see that the bulk of the scholars complete the course. It may begin before the age of twelve and continue after the age of sixteen; but to secure grants the four years from twelve to sixteen must be spent in the school. As we are told that a large number of lower middle-class parents will not allow their children to stay at school beyond the age of fifteen, it follows, if the fact prove to be as stated, that some of the schools that at present qualify as secondary will cease to come into this category. If such schools, and we believe they are fairly numerous, will face the situation wisely, they will lose no time in becoming officially recognized as higher elementary.

Some of them are so in reality, though for the sake of the higher scale of grants, and in order that their maintenance may not come upon the elementary rate, and possibly for the sake of social prestige, they prefer to remain secondary so long as the Board will continue to recognize them as such.

MR. MORANT is no less emphatic on the subject of governing bodies and their relations to the head of the school. We agree that it is an excellent thing to

Governing Bodies.

secure a governing body that shall take a living interest in the school, and shall "contain a proportion of members who are qualified by experience of higher education to supply well informed criticism upon, and intelligent encouragement of, the school work." All we wish to know is who are to be the judges of this fitness. Again, the proposal to form separate governing bodies for each school is opposed to the wishes and actions of several Local Authorities, and it is doubtful whether the Board will be able in all cases to carry its point. On the subject of the responsibility of the head master, Mr. Morant is again, we venture to think, running counter to a prevailing view to which in the end he will have to bow. Full efficiency, we are told, can be best secured by making the head teacher responsible for the organization and discipline, and for the appointment and dismissal of assistant teachers. "In the majority of secondary schools of the highest grade the appointment and dismissal of the staff is entirely in his (the head master's) hands," subject, of course, to his obligation to report his action and his liability to dismissal. We do not dispute the fact as referring to schools of the "highest grade"; but it is noticeable that in the schools below that grade the tendency is all the other way. Assistant masters are getting from the Local Authorities the support they expected from the Board.

THE Government have met the demand for permission to feed necessitous children by issuing a Local Government Board Order which throws upon the Guardians the

The Hungry Child.

duty of seeing that the hungry child is fed. It is wiser to make use of the existing machinery of the Poor Law administration rather than to establish a new authority when the object aimed at may be so attained. Under the previous state of affairs it was the duty of the Guardians to afford relief when the admitted pauper made application. Now the relieving officer may act on his own initiative, or at the request of a teacher, and see that the hungry child is fed. Care is to be taken not to weaken parental responsibility, and the relief given is to be looked upon as a loan recoverable from the parent. If the parent cannot, or will not, pay, he may be disenfranchised. The Guardians are invited to work with the Education Authority of the district, and to associate themselves with any voluntary agencies for the relief of school-children that may exist in the locality. This is not a very full solution of the difficulty; but much can be done where the Guardians are sympathetic, and will work with the teachers. The Order shows what can be effected by constantly pegging away, as Sir John Gorst and Dr. Macnamara have done both in the House and outside. It is one more public proof of the growing feeling of responsibility on the part of the country, and therefore of the Government, for the individual whose needs used to be either neglected or met by private philanthropy.

Infants' School at Norton Green has entailed an inquiry by the Board of Education. The Authority declined to maintain the school on the ground that it was unsuitable and unnecessary. The Board have written to the Authority to say that the school has been a benefit to a number of young children residing in the neighbourhood, but that "they have now definitely decided not to require Local Education Authorities to provide accommodation for children under five in rural areas, and, as there are at present only twelve children upwards of five years of age on the books of the school, they cannot consider the school as absolutely necessary." The Authority will consequently cease to maintain the school, and it will be removed from the annual grant list of the Board.

THE Board of Education have always insisted that they are friendly towards assistant masters and have endeavoured to act in their interests. The reason why

Maidstone.

schemes have not provided possibilities for a pension for any one except the head master has been the want of money, we presume. Given that the endowment was limited, the Board did not wish to divert funds from the school except, of course, in the case of a head master (who may live twenty years after his pension begins). A new policy seems to have been inaugurated with the publication of the new scheme for Maidstone Grammar School. Under it the Governors may contribute out of the funds of the endowment a sum not more than half of the amount paid by the head master or any other master annually for the purpose of securing a pension. That is to say, that, if the Governors establish a pension fund, or if they arrange with an insurance office for the establishment of such a fund, they may become parties to the agreement, and may contribute up to one half of the cost.

A LETTER addressed by the Board of Education to the London Education Committee tells us that the secondary schools of London are inadequate in

Secondary Schools.

quantity and in quality for the proper education of the county scholars. We presume the word "quality" is to be taken in reference to buildings. The secondary teacher in London cannot suppose that the implication is intended that any one of his colleagues is unfitted to carry on the education that has been begun in a public elementary school. But the Director of Education for the County of Durham dots his *i*'s with greater precision. He tells us not only that the provision of secondary education in Durham is inadequate in amount; but he proceeds to deal with each school individually and arrives at the conclusion that "with one or two exceptions, there exists no secondary school in the administrative county which can be pointed to as satisfying the requirements of an efficient school; for the most part the schools are badly staffed, inadequately equipped, and carried on in buildings which were never intended for secondary schools." Then follows the inevitable moral: secondary schools have been starved in the past, and large funds must be found immediately to render them efficient. The detailed proposals given in the report entail an annual expenditure of £8,000 on secondary schools alone, not including the provision of scholarships, the training of pupil-teachers, and the cost of technical and other higher education.

THE dispute in the Isle of Wight between the Education Authority and the Managers of the Church of England

THE Middlesex County Council have issued a scale of salaries for assistant teachers in secondary schools which, if not all that we could desire, is an improvement on

**Salaries in
Middlesex.**

the present state of affairs. In the first place it is a distinct advantage to have a fixed and definite scale instead of being left to the accidents of approval and income. The scale offers £120 to men, rising by annual increments of £10, on the satisfactory report of the head master, to £150. When the maximum is reached a special vote of the governors is required to raise the salary to £200. This increase is not automatic; but it appears that when the higher scale has been granted the increment is automatic at the rate of £10 a year until the final maximum of £250 is reached. A good point in this scheme is that a man will have to show energy in order to get upon the higher scale. He will not be able to sit down and watch his salary increasing automatically. On the other hand, there is a distinct weakness in the present state of secondary-school finances. The governors will be apt to ask: "Can we afford it?" instead of "Does he deserve it?" The scale for assistant mistresses begins at £100 and rises by £10 to £140. The higher scale is £160 to £200. The other conditions are the same as for men.

**Revolt in the
West Riding.** WE all have a great respect for Yorkshiremen, and of the divisions of that county the West Riding is not the least important. But we are hardly prepared to admit that the West Riding can call the tune for England. At a recent meeting of the West Riding County Council, after a resolution was proposed (which was ultimately carried) that the education rate should be reduced by a farthing in the pound, Mr. Horsfall said: "We have the revolt of the Welsh counties . . . and now we have the revolt of East Ham. . . . We only want the revolt of the West Riding to kill the Act." He went on to say that such action would materially strengthen the hands of the Liberal Government when an amending Bill was presented to the House of Commons. Now it seems to us that the action of Wales, however much we regret it, is to be respected on the ground that it springs from a genuine feeling that the Act is not fair towards the Principality in that it forces the support of a number of schools which a large portion of the inhabitants do not approve. It is not primarily a political revolt. East Ham is driven to its present position from no hatred of the Act, but from quite different causes. The mover of the famous resolution was a Unionist. It is the West Riding alone that insists upon introducing politics.

**L.C.C.
Salary Scale.** AUTHORITIES may strike or they may appeal for public pity, but the broad fact remains that the expenditure on education is going up by leaps and bounds, and no prophet dare say when the limit will be reached. The London County Council, after much delay and discussion, has produced a new salary scale which will of course eventually add a large sum to the rates. The new scale has been forced upon the Council by economic reasons. Some Local Authorities in the immediate vicinity of London pay better salaries than London itself. Then it must be remembered that London teachers must, as a rule, pay railway fare and the additional cost of a mid-day meal taken away from home. The result is, that London is finding an increasing difficulty in getting teachers. There is another reason, of still greater importance, why salaries must be raised. The report of the Education Committee states that "the present remuneration of teachers is not on a level with that which can be obtained in other professions in which neither the training nor the intelligence required is equal to that demanded of teachers." Under the new scale,

an assistant master will begin at £100, and rise to £200 after fifteen years' service. A correspondent in the Assistant Masters' *Circular* gives his opinion that "fully 75 per cent. of assistant masters must be receiving under £100 per annum, an average salary in grammar schools being, I should say, about £45 to £50 per annum." We do not endorse the accuracy of this statement, but yet the contrast is sufficiently marked.

Merionethshire. THE Board of Education have taken the plunge, and declared the County of Merioneth in default. When this action was brought before the notice of the House of Commons Sir William Anson made a spirited defence of the Board's policy. He declared that with two exceptions the voluntary schools of Merionethshire were in a fit state for the reception of children. And he reminded his listeners that when Lord Londonderry asked a deputation representing the Merionethshire County Council whether, if the premises had been in good repair, they would have been maintained, no answer was given. But such talk only touches the surface. The real grievance lies deeper. A large section of the Welsh people is seriously dissatisfied with the Education Act. The refusal to maintain the non-provided schools in Merionethshire must be regarded as a protest against the duty that the Act has laid upon the Authority of maintaining schools over which the Authority has not full and complete control. The County has made its protest, and it now remains to be seen how far the provisions of the Defaulting Authorities Act can be made to apply to the case. In our opinion, coercion cannot in these days meet with any great measure of success. Eventually there must be compromise, and the longer the clergy refuse reasonable terms the less favourable will the compromise be to their aspirations.

**Marston
St. Lawrence.** IN all essential points the Board of Education have upheld the action of the Northamptonshire Education Committee in refusing to maintain the non-provided school at Marston St. Lawrence. The full correspondence on the subject between the Board, the Managers, and the Committee has now been published. The managers persisted in disregarding the regulations of the Committee. These regulations are in accordance with the Act. The Committee, therefore, had no alternative. The incident is to be regretted because there are a number of unreasonable people who will not take the trouble to read the correspondence, but who will go about asserting that the Committee is attacking religious education. Our own comments on this case last month have been entirely misunderstood. We are very far from indicating any desire to support the managers in their disobedience to the reasonable regulations of the Committee. Our desire is to see the Act carried out with as little friction as possible. Our clerical readers will not hesitate to endorse the action of the Committee when they learn that the National Society has advised the managers to submit.

Holidays. WE have had several intimations, especially from the North of England, that the municipalities, in becoming governors of secondary schools, will endeavour to cut down the holidays. It is inevitable that the feeling should arise that holidays are too long. If the actual hours spent in teaching are spread through the year, it would be found that they would average some three or four hours a day. It also wounds the natural economy of a business man that expensive buildings should be empty and unused for a quarter

of the year. Again, in the newer municipal secondary schools the children often come entirely from the same class of home from which children are sent to the public elementary schools. It follows that the shorter the holiday the better the parent is pleased. The children are a nuisance at home. If some one else will look after them, so much the better. It is not easy to make the business man understand that teaching is a work of special strain: so is learning. As our schools are constituted at present, neither boys nor masters could stand the strain of longer terms. The Education Committee of Todmorden has allowed seven weeks in the year holiday in its secondary school, and we are glad to see that the Board of Education have protested, and have pointed out that twelve weeks' holiday is not excessive for either teachers or scholars.

ANY pronouncements of the Head Master elect of Eton will be scanned with keen curiosity as an indication of his future policy. It was not to be expected that at a meeting of the Council for the Religious Teaching of Upper Class Children he should touch on College Beagles or other domestic matters; and we sincerely hope that the views he propounded on religious teaching are an esoteric doctrine and not intended to have any particular application. Canon Lyttelton held that "Bible teaching by itself was not teaching religion"; it needed to be supplemented by definite dogma. Again, the importance of good conduct had been greatly over-estimated. "Great danger lay in the path of the young man who had been trained to find out that he could conquer moral difficulties without a single word being spoken on the central truths of religion." The first duty of a schoolmaster, he held, was not to prevent temptation: "he should be upon the watch not so much to save a lad from tumbling as to learn what to say when he did tumble." Cure, according to Canon Lyttelton, is better than prevention, and Wordsworth's "Ode to Duty" is rank heathenism. Of the two, we far prefer the crude theology of Keate: "'Blessed are the pure in heart.' Boys, be pure in heart, or I'll flog you."

THE PLACE OF PERSONALITY IN EDUCATION.

By GERALDINE HODGSON.

THAT our national system of education lacks something at present many people seem not only willing to admit, but anxious to proclaim. On the question what precisely that something is, they do not, for the most part, agree. The writer of an article in the *Pilot* dated February 7, 1903, took up a hopeless position. "There is no way," he wrote, "of bridging the gulf between education and life." So far as a reader could judge from the rest of the article, the intrinsic ominousness of such a proposition (if true) had not struck the writer. For, mark you, the statement is not that hitherto no way has been found, but that no way exists. The indictment is not directed against our blundering systems, but is aimed at what are apparently taken to be the fundamental circumstances or conditions of life. If the statement be true in all this naked uncompromising simplicity, the inference is—is it not?—that we shall find ourselves asking not only What is the use of education? but What is the use of life?—which is a *reductio ad absurdum*, informal, perhaps, but inevitable.

We have left far, very far, behind the unreasoning enthusiasm which greeted Rousseau's gospel of a return to Nature. We are a sophisticated race: we cannot, if we would, forget—cannot forget all that varied experience garnered by multitudes of men and women through the sequent centuries—experience

which falls like a curtain and shuts out the lively picture of primitive man. Nevertheless, though the enthusiasm has waned, a suspicion appears still to haunt and distress some minds that by nothing but a return to primitive simplicity can we hope "to bridge the gulf between education and life." In the phrase and in the longing there is an implied fallacy. If we must give it a name, it approaches most nearly, perhaps, to that one which is called by logicians *ignoratio elenchi*, arguing beside the mark. "To set up a man of straw" is to commit this fallacy, and the thinker who has reflected upon education and its needs may feel that gulf and life as they are produced here, if they be not "men," are, at any rate, "of straw." The gulf, indeed, may be shown to be non-existent, since between a whole and its part there is no room for such a thing, and education is a part, an inexcisable part, of life, primitive or civilized. The veriest savage can hardly escape a faint imperfect education picked up from circumstances which, compared with our highly organized and developed experience, may seem nothing much more organic than a fortuitous sequence of events—a sequence from which, however, he derives the means of existence in the present and some sort of guidance for the future—a sequence which, in spite of its rudimentary simplicity exercises, and must exercise, a training influence. There are cynics—shall I call them?—who profess to prefer the results of this "natural" training to some which arise from our own elaborate schemes.

Had the writer in the *Pilot* maintained that so far no way has been found in schools below the first rank of bridging the gulf between the instruction and training given to youth and the after life of that youth, he would have taken up a position not worth challenging. Had he even said that first-rate schools have much to learn still in this particular, he would have uttered a truth that deserves proclamation. He might have declared that the drift and trend of education (including therein mere instruction) are not yet plainly and surely enough guided towards and connected with after life. Let us substitute this last proposition for the startling remark: "There is no way of bridging the gulf between education and life"; let us admit that our present system of education is imperfectly connected with the circumstances and requirements of later life; and then—along what road shall we discover the remedy? First, let us set forth the difficulty succinctly and clearly. Prof. de Garmo has done so already in his book, "Interest and Education," page 23: "In the school the object sought often seems woefully remote from any analogous self-expression on the part of the pupil." He elaborates this statement in other words on page 30: "In most cases, especially in educational activities, the end and the means do not coincide in time."

Perhaps we all fancy that we know the meaning of the words "drudgery," "work"; know, too, the reality answering to the words. Prof. de Garmo analyzes the conditions under which each occurs: "If the interest in the end alone remains, and no interest attaches to the means, then we have drudgery. . . . If, however, the interest naturally attaching to the end of self-consciousness can be carried over into the means for reaching the end, we have work—not drudgery."

But there remains a possibility which he does not mention. Suppose that interest in the "end" has never existed, or, if it did flicker momentarily into life, has faded and died; is there not far greater drudgery there than in the case where interest in the end remains, though it has disappeared so far as the means are concerned? Is not this a common case in schools? For this or that reason the "end" of the whole matter is, and remains, unattractive—to use no harsher word—to the bulk of the children there. When we talk of the failure of education, of "the uselessness of much that is taught in schools," and so on, ought we not rather to be considering the nature of the creatures to be educated and the methods to be used than the subjects in the curriculum? In fact, is not the remedy for what Prof. de Garmo calls "the falling apart of means and end" just now to be found in the better treatment of personality?

The mere mention of the word may possibly awaken a storm of resentment in the minds of that section of the teaching profession which has of recent years worked itself up into a condition of exaggerated exasperation over that which is called in public "personal influence," and in private by less flattering names. But they need not be alarmed; the personality referred to here has nothing to do with the legitimate or illegitimate influence exercised by any person, teacher or other-

wise; nor is it used (as the word often is, erroneously) as a synonym for originality in action. It is applied to the common heritage of the human race—to that which teachers, like any other men or women, will possess until the day (which we may hope will never dawn) when they are passed through a mill or machine and are turned out indistinguishable similars; to that which their pupils will possess, too, until they also are forced through a like engine of destruction. The main point, to put it very shortly, is that Nature (like the Japanese) never makes two quite alike; hence personality—individuality—demands attention.

The fact that we cannot treat any collection of children or adults as a homogeneous mass—that is, if we desire to make the possible best of them—may be highly inconvenient. Yet why should we ask this of our brethren? We find personal individuality in a collection of puppies, in a family of kittens, in a stable of horses, in the poultry yard; a shepherd will assure us, even in the face of seeming improbability, as we gaze on that strangely impersonal dullness of perpetual munching, that it exists in a flock of sheep; the stars differ one from another in glory; and M. Maeterlinck, careful though he is not to draw too large an inference from his study of the bees, yet writes: "On conviendra qu'il y a là quelques faits topiques et propres à ébranler l'opinion de ceux qui se persuadent que toute intelligence est immobile et tout avenir immuable, hormis l'intelligence et l'avenir des hommes."

And, again, why should we wish things to be otherwise when we recollect the verdict of history—the conclusion that, though, no doubt, in many cases, if not in all, the heaven has been working in the lump, yet progress is always due, in the first place, to individual effort? Every attempt to force a collection of personalities to act like a mass identical in every part and all through is doomed to failure—foredoomed.

Perhaps it is hardly an exaggeration to say that in educational affairs force and failure are synonyms. The teacher who would gain his point, and *keep* it, must know, not how to drive, but how to persuade. If education will be effective, it must abandon the old routine ruts: it has been argued over and over again that it is futile to fling facts and principles at a class of children as you might throw a handful of barley to a collection of hens whom you had whistled up from the four corners of the field. Hens, it would seem, are hungrier for hard facts than children. Exactly why all barley seems to come alike to all hens we cannot explain: we are ignorant of the working of the hens' minds. But we can explain why the same handful of facts attracts one child and repels another. Without settling the old metaphysical difficulty as to "things in themselves" or its allied problems, we may hazard the opinion that, owing to the fact of personality, the world, as well as each and every thing it contains, does not appear in quite the same light to any two of its inhabitants. (The hens were credited with personality just now, but in the treatment of "facts" it seems to affect them differently.) For instance, if two people go to sketch a place known to a third, the odds are that their two pictures will resemble each other as little as they do the image in the third man's mind. Yet there is another consideration. For practical purposes "the world" is regarded as a generally accepted whole for us all, conceived by each one of us according to what we understand to be the universal opinion of it: and this we arrive at as well as we can by judging other men's remarks, uttered and printed.

But for each of us also it is something else, as I said above, viz., that thing which has entered into our minds through the avenue of our senses, and has been worked up into a picture by our own mental and spiritual energies. Besides the general impression, there is, to use a figure, the individual sharpness of outline. Mr. Illingworth has well described the essential *personal* element in each man's, in each woman's, in each child's knowledge (Bampton Lectures, 1894, pages 24, 25):

Man, then, is a person or being of a particular constitution, which he has come to denote by the term personality . . . one thing is certain, that he cannot transcend his personality, he cannot get outside himself. All his knowledge is personal knowledge, and is qualified and coloured by the fact. . . . Personality is thus the gateway through which all knowledge must inevitably pass.

In this conception of personality as the gateway through which knowledge much pass, added to that other, which surely no one will deny, that each human personality, though resembling

every other in many respects, yet differs from every other in some, the remedy for our present educational problem partly lies. It is perhaps worth while, as we are claiming so much for personality, to quote a modifying opinion uttered by another recent writer. Writing of the "World-Soul," the author of "Human Personality" (Vol. II., page 291) observed: "The World-Soul is *supra grammaticam*, and Plotinus sometimes uses a personal and sometimes an impersonal locution to express what is infinitely beyond the conception of personality, as it is infinitely beyond any human conception whatever." But Mr. Myers was treating of matters great and high, while we are dealing with children, big and little, gathered in the ordinary schools of our matter-of-fact land; and, therefore, we may take a common human conception as our working hypothesis, without falling victims to undue depression.

We start, then, with the propositions that "personality is the gateway through which all knowledge must inevitably pass," and that Nature on the Japanese plan never repeats her works; or, in other words, that each human personality has added to its share of common humanity an individual element which is all and only its own. But, if we attempt to bridge the gulf between education and life without realizing the double-barrelled nature of the second, we may make as great a muddle with the propositions as others have made without them. We need to recognize, as clearly and fully as we can, that "life" is not an identical matter when presented to two different men. There is, and must be, in it that ground-plan of meaning which is common to us all, which enables us to live a common life, to work together, to understand each other, imperfectly as we do, to gain inspiration from the same thoughts and hopes, to share ideals, and sometimes to hold a faith in common. But there is also that private interpretation of that which seems to be presented to all alike, an interpretation arising from our different temperaments and inherited tendencies (if we still inherit tendencies in the view of science); that uniqueness which springs from the individual element in us all. Consequently, every human being confronted with the world really meets something which is made up of two parts: that which appears to be common to the race, and that which is peculiar to himself—to him who is in reality, as we look at Nature's creation, "one in her endless multitude of men"—one separated, cut off, a Nazarene from his birth, as in that or this particular each human creature seems to be.

Is not our partial educational failure which we deplore or condemn—deplore if we are in any measure responsible for it; condemn if we are not—due to a method which treats the fact of a common "ground-plan" as if it were the whole truth, and neglects altogether, or so nearly altogether as to be indistinguishable from it, the individual element? So we want this conception of personality not to supplant, but to supplement, the other. What is needed is to blend together the universal view, essential to success in a world so practical and hard-headed as ours, with the personal element which is part of each individual's contribution to what Browning called "the general plan." Care is needed or the pendulum will swing too far in the contrary direction. If personality has been slighted in the past, let us at least avoid making a fetish of it in the future.

To turn to the actual child in school. What do we want to do with him, so as to ensure that all that is done for and by him there will affect him for good throughout his after life, will guide him, help him—will, in a word, show him the way to "live"? Surely the answer is that, first, he must, by hook or crook, be brought to see the realities of the world around him as they appear to us all; and, second, that, as all knowledge is personal knowledge—as all that a person can know comes to him through the action of what we call external things on his own personal senses, and is really at last the creation of his mind—of no one else's—working up the "manifold of sense" into a coherent whole, he must approach the outside world of realities in the way that his own temperament or character or powers, or (whatever we like to call personality or individuality) suggests as the absolutely best. Of course it is very easy

To vanquish Berkeley with a grin,

and to say that the whole view is ideal and ridiculous; that, as a matter of fact, the majority of children are excessively commonplace, have no marked individuality; and that an un-individualized method is quite good enough for most of them. The falsity of such a contention is sufficiently proved by the

failure which attends a great number of educational efforts, by the loathing which many otherwise well-disposed children entertain for school and for all its appurtenances save the games; and by the fact that such a gibe as "the undergraduate hates knowledge for its own sake" should ever have been invented. The need is not to bridge the gulf between education and life, since that does not exist, but to demonstrate the connexion between that which interests a child naturally—*i.e.*, as a result of his own individuality—and that which it is necessary for his own eventual welfare that he should learn of the "big world" outside. No child not lunatic or imbecile lacks interest in everything. All rational beings, or nearly all, have a "bent." In some it is obvious from the first; in others it lies "dormouse," as Mr. Pickwick would say, for many a long year—perhaps almost requires blasting operations to unearth it. There are some people who argue that "bent" should be disregarded; who declare that men and women often work less well at a chosen pursuit than at some other selected for and imposed upon them. The flank of this position may be turned partly by the suggestion that failure following unfettered choice may have arisen from the grievous fact that any one of us may choose wrongly, may mistake a transitory interest for a permanent. A mistake remains a mistake all the world over. But, given that our choice was in accordance with real "bent," it would be interesting indeed to hear the arguments which would prove that the chooser would have done better work against rather than with the grain. It is not uncommon to hear nowadays a charge brought against young people that they do not possess the notion of work for work's sake; that they feel no pleasure, no pride, in work; and that even in cases where they do it well or passably they are stimulated not by the joy of working, but by the expectation of getting to play directly they have earned the means by their toil. This charge may be true wholly or in part. If it be true at all—and it is difficult to deny this—there may be some other reason for it than the total depravity of the rising generation. Is it possibly this?—that the complication of modern life, its stress, its haste—all these and more conditions which there is not space to enumerate, make the task of suiting the work to the worker far more difficult than it used to be; that, speaking proportionally as well as absolutely, there are more square pegs hammered and pushed into round holes than of yore; or, in other words, that "bent" is increasingly less and less considered. There are no statistics on the subject; and, considering the fatal use that can be made of statistics, perhaps it is just as well there are none. All that need be would be achieved if those responsible for youth applied the consideration in each case falling under their own notice and control or guidance. This consideration is perhaps slightly irrelevant to our main consideration—the best way to educate an individual to "know himself and the world," which Matthew Arnold declared to be "the prime direct aim" of education—to train him so to turn his attention upon the things around him that he obtains the general view of life common to the race, together with the interpretation of it in this or that fashion, which is peculiar and proper to himself as a partially independent entity.

It will, of course, happen under the best, as under the worst, methods that a child is, and must be, invited to deal with some subjects which at first sight fail to interest him, or which even repel him. Whatever discoveries and changes we make in pedagogic method, whatever golden rules a future Board of Education may impose, it is safe to predict that, as in the past so in the future, individual children will ask, wearily or impatiently: What is the use of arithmetic? Why should I learn Latin or history, or what not? The truth which that child needs to learn in order that he may answer his question for himself is this, that, besides being an individual, with personal interests and predilections, he is also an integral, inseparable part of a whole—inseparable, that is, unless grave harm is to result to him and to the community.

We hear much of Imperial unity. The binding tie between each individual and the whole race of man is Imperial unity indeed; but it is not an idea which is often presented to youth, so that it can be grasped by youth. And yet

Thy voice's praise seem'd weak: it dropp'd—
Creation's chorus stopp'd—

is a conception which could perhaps be made as patent to an ordinary child as to Theocrite, were only the necessary angel

of instruction forthcoming. It is this notion, suitably conveyed, which may serve to pacify a scholar in revolt against a hated lesson. The "use" of each school subject, if it have any right to be in the curriculum at all, the "use" of each branch of knowledge to every human being, depends upon the conjoined unity and universality of humanity. By knowledge we mean human knowledge, we can know no other, here and now. Every bit of knowledge man has made for himself, working with his mind on the manifold of sense and thought. (Perhaps it is as well to say that the possibility of knowledge through revelation is not essential to the present argument, which is intended to touch what it is the fashion to call secular education only. The question of religious knowledge in the school curriculum is not under discussion here.) Man did not find history or arithmetic or philosophy or any other branch of knowledge in a mine or growing on a tree or in the depths of the ocean. It is a part of himself: and in learning the individual is but gaining his share in the universal heritage of mankind, which is also its own creation, the work of its hands and mind. Suppose the teacher could point out to a child that all this heritage awaits him as surely as lands and gold await some men, suppose that he could make the child realize its value by means of a wise appeal to those individual capacities which it is his duty to train—why, the abysmal gulf of the *Pilot* writer is bridged. Yet, too often in our own arrangements no light is thrown on the connexion really existing between the matters which interest the child already and those others in which he would come to be interested if only he were induced by a sensible method to regard them in the right way. A schoolmaster has said, not very long ago, that to a boy "term" is a time-table varied by impositions. No healthy child, left to himself, can be expected to derive entertainment from such a monstrosity.

And then, as to method? No universally applicable prescription for making any and every child realize his unitship in the sum of things can be given, but it may be said in general that the spaciousness of a teacher's outlook widens the child's view; that most children, if they do not consciously understand and assimilate the whole meaning of the ideas presented to them, yet gain the sense of something to be understood that is worth understanding; of a something often of great price, never of no value whatever. All vivid and great teaching achieves a measure of such success. This in itself stimulates interest, enkindles effort, and starts the children off "voyaging on strange seas of thought."

Obviously, some "subjects" will remain to the end, and, despite the teacher's best efforts, less congenial than others; but, if their connexion with the general plan be demonstrated efficiently, at least patient attention may be secured, as a general rule. And that is to gain as much as we can expect, since children, like other people, are not readily turned into "plaster saints," even by enlightened pedagogic theory. Equally obviously, it is impossible to adapt a given lesson at every point to the idiosyncrasies and particular aptitudes of each individual child; but a teacher who knows his subject, and also the "bents" of the children before him, may very often, in a brief but winged sentence, connect the matter in hand—not greatly loved for its own sake—with the natural apprehension and taste of this, that, or the other pupil there present. The train of thought once awakened, the binding link once indicated, the work of bringing all the parts together into a perfect and coherent whole must be left, in large measure, to the conscious or unconscious activity of the child. Even apparently remote subjects, even branches of knowledge naturally repugnant, may be brought by dexterous handling to reveal hitherto unsuspected interests, unrecognized connexions, with something else better liked and understood. This business of connecting the remote and the repellent with the near and sympathetic is an important part in the creation of "many-sided interest."

It is evident, we may note in passing, that a teacher who merely "gets up" his subject will probably fail here. The weakness of the man who reads up but does not know is that, as a rule, he can only put a matter in one way. If that way should happen not to be the way of the particular child, there is failure at once. The man who knows all round his subject can put it diversely; he can feel, so to speak, for the way which will fit this particular intelligence.

It may be said that all this lays upon the teacher a weight

too heavy to be borne. We may reply, with Erasmus: "I burden the one to relieve the many." Or, if that seem harsh, let us reflect that, after all, no one should be forced against his will into so great a profession; that is little better than sacrifice. If he has chosen his occupation, why should he complain of its requirements?

THE COMING REVOLUTION IN THE TEACHING OF HISTORY.

By M. P. WILLCOCKS.

THREE subjects there are in modern education of primary importance: physical science on a mathematical basis, modern languages, and history; of these the first two supply the individual with the tools wherewith to fight for life against the warring forces of Nature and of man, while the last, history, faces the problem of his struggle from the opposite side, for here is seen the result of the individual struggle on the fate of the mass-man, or again, on a higher level, the result of man's co-operation in the face of a common danger or a universal evil. How widespread that co-operation is we are only now beginning to realize. A century or two ago the phrase "European thought" meant nothing to the average man; at last he is beginning to realize that, just as the frozen wastes of Siberia send Londoners icy blasts, just as an Austrian surgeon may bring us help against malformation and an Italian lightning speech over miles of space, so the humanitarian thought of a Russian may give a new sensitiveness to the conscience of a far-off people. In the thought world the European atmosphere is not only an existent, but a recognized fact, while in politics international questions which centuries ago would only have come within the ken of Cabinet Ministers are discussed, with varying degrees of ignorance, by the least educated of His Majesty's lieges. Of old, then, when England was supposed to keep herself to herself, as befitted a "right little, tight little island," the schools might safely shut themselves up to the study of the history of that same "blessed land," with curt references to the League of Cambray or the result of the French Revolution on Pitt's policy: now the matter is far otherwise, and a nation that rules India in the teeth of Russia, that consciously competes with every nation on the earth, must know something both of the present and of the past of these countries; in a word, European history, that is, world-history, is lying in the path of teachers in both secondary and primary schools. And the heart of the unfortunate teacher sinks within him, as well it may, when he contemplates the two hours or so allotted to him in the crowded time-table, and the chaos of material to be dealt with, as century after century of the world's progress passes before his mental eye: so much to teach, so little philosophy to help in the selection and, above all, such momentous issues waiting on those few short hours called "history lessons."

"Momentous issues" sounds high-flown and exaggerated, but it may surely be used in all seriousness in this connexion: the issues are momentous. What benefit then do we expect to derive for our pupil from the history lesson?

We do not desire to implant in his mind a few badly digested facts, a bundle of disconnected dates, and a startling story or two, all these very frequently ceasing before modern history, where the information would be most valuable, as in the case of the unfortunate journalist who had never read further at school than the reign of Anne, and who subsequently found that his work required much knowledge of later Colonial history. This sort of result is worth no man's toil; it is only in the vain, delusive hope of some inexplicable good to be derived from history lessons "at last, far off" that teachers have been found to toil so long. But, if English history, pure and simple, has been often so unsatisfactorily taught, it would seem mere madness to expect the far wider field of European history to be added thereto, and to be cultivated more effectually, were it not that width implies simplification. History, as taught in schools, has a two-fold object: first, to train the character of the individual in certain very desirable qualities which no other subject can cultivate so successfully; and, second, to train him as a citizen, that is, as a conscious agent of good towards the community in which he lives. The conception of citizenship is reached when the mind realizes that each life, however humble,

helps to create that mental atmosphere from which both mighty lives and humble derive their power and inspiration, and M. Maeterlinck but reaches by new paths the old truth that no man liveth and no man dieth to himself. That this is true, for good and evil, history proves triumphantly, incontestably: the "Mene, mene, tekell, upharsin" of the past brings conviction.

It will be seen, on consideration, that the qualities which the wise reading of history imparts to the individual are all qualities that make for citizenship; nay, are qualities especially valuable as antidotes against the poisons inherent in the systems of great, noisy, restless democracies, too often short-sighted and merely eager for near gains. In the first place, it trains and develops the imagination, and, in the affairs of public life, that means the capacity for putting oneself in the other person's or the other nation's place; nine-tenths of the world's man-caused misery would be gone if more of us possessed the power of doing that simple thing. Over and over again in our history the hands of Ministers have been forced into war by a people who could not do it; while humanitarianism, the special feature of our century, springs solely from that imaginative perception of pain which was so lacking in bygone ages. In the second place, history does for the science of humanity what astronomy does in the physical sciences: it gives us amid the wide spaces of stars or centuries a calmness, no longer heedless of far gains, and a patience that is content to wait because of the vastness of the dimly perceived destinies. Thirdly, it encourages the sense of personal responsibility to one's own age and the future that is to spring from it. Imaginative, not merely fanciful in a petty way, patient, responsible—one so trained is no bad citizen, surely. Fourthly, as a corollary to all the foregoing, an intelligent course of history leads to a wide-mindedness that the dwellers in great industrial towns, and often in very mean streets, sorely need. Oh, the long, drab lines of little houses, the small cares of the household, the pin-point specialization of the breadwinner: how all these call for wide spaces, and how unconsciously conscious these town-dwellers are of their need as they discuss the political significance of the Durbar ceremonies or the true inwardness of the apparition of a Russian warship! History, widely read, will give to the child's mental eye that long-sightedness analogous to the physical long-sight which the oculists tell us the race is losing in the narrow vistas of town life.

That the tendency of modern history teaching is towards wide effects, deeply driven in, is abundantly proved by the publication of books like the "Makers of Europe." But the new need calls for, first, clear recognition; and, second, the application of system. The history course in most English schools needs to be entirely re-organized, whilst an endeavour is made to avoid, on the one hand, the pitfall of encyclopaedic information with little training of the intelligence, and, second, the even worse pitfall of vague notions, full of cloud and vapour, and quickly to be lost in after life.

Two main methods there are of teaching world-history, one revolutionary, the other a compromise. In the first the whole history course is arranged with outline European history as the subject of the entire course, though with English events bulking most largely, and with a special course in nineteenth century history as a climax; in the second system European history forms an episode of two years in the middle forms. It is particularly desirable to place it at this point, because the lower forms could not possibly keep pace with the many centuries to be traversed, while in the upper forms alone is to be found the requisite capacity for dealing with the details of a more minutely studied period of later history: if any period is to be studied minutely at all, of course it must be a later one, since it will most satisfactorily account for the conditions of present-day life, to which consummation the whole course has been tending.

The episodic method is the one more likely to be adopted, though it may be but as a first step. In the first place, it is more acceptable to the teacher because, being a practical worker, he knows the value of compromise; and, in the second, in trying to supply breadth we must not neglect to recognize the fact that the child's powers of imagination are very limited during school age by his inexperience of life. It follows from this that the only national life-story we can really hope to create in his brain is the life-story of the country whose ways he is learning gradually by the happenings of every hour. In short, if history is to be reduced entirely to outlines speeding rapidly from race to race, from geographical site to geographical site,

we must give up the hope of imparting any taste for re-creating the past life in the haunted places of its greatness: by this means Wessex would be a name as lifeless in its historic associations as any brand-new American township, the Canterbury road haunted by no horses' footfalls from the long ago, Westminster itself would be dumb. We cannot make all Europe haunted by the gracious or terrible shadows of forgotten times for our pupils in the few short years of school life; all we can possibly hope to do is to illuminate for them a few places connected with the story of the English people; to create such an atmosphere that one or two out of a school may desire to extend it to the history of other lands, and at the same time to show, as a scientific fact, the background of European history to which all national history is merely foreground: to make, for example, Alfred stand out against the other conqueror and organizer, the dimly seen Charlemagne. We lose all perspective if this is not done, and, however shadowy the child's perception of Charlemagne may be, the figure of Alfred, at any rate, becomes clearer by contrast. The real difficulty of relegating European history to two years in the middle of the course is apparent here, in that Alfred and Charlemagne ought to be closely connected instead of standing far apart. And so a modification of the second method presents itself—the scattering of the European history lesson at stated intervals all along the course, so that, beginning in the lower forms with the outlines of Greek and Roman history, the rise of the modern nations should immediately usher in Saxon history proper, with one or two lessons on Charlemagne in the midst of the story of Wessex, and one on the Normans to prepare for the lessons on Hastings. This course could be followed to the end: the Crusades being treated, not from the English standpoint, but being made the occasion for an outline of French history and a brief excursion into Italian. One history, the Spanish, would naturally not occur till late in the course, since it would scarcely come into contact with English history before the time of Columbus—a long digression would be required here. The Renaissance and Reformation times, of course, need similarly a backward march into the realm of Papal, Dutch, German, and Swiss history, while it is only by a long leap that Russian history can be connected by the link of Peter the Great and Charles the Second.

To keep together the thread of connexion as we pass from nation to nation one great mechanical aid would be invaluable—the history wall-chart, where the contemporary strands of each history are clearly shown side by side, with names and dates uncrowded and clear-spaced. Unfortunately in most, if not all, of the existing charts the principle in drawing seems to have been to display the constructor's knowledge as fully as possible, or rather perhaps his pedantry. Maps illustrative of European history must be freely used, but again exceedingly simple ones, the best plan being for the teacher to draw them himself on the blackboard, for one thus ensures a certain limitation of knowledge which will prevent overcrowding. An outline book of dates will be wanted or a simple consecutive text-book. The main point all through is, of course, to bear in mind that, to secure the background and the foreground we want, the lines must be broad everywhere and as deeply driven in as possible, with repetition, repetition, and yet again repetition.

And so the teacher's humble task will be accomplished of contributing his little effort towards the fulfilment of this century's great task, that task which science, physical and mental, alone can achieve, of drawing the nations closer in a web woven of mutual knowledge of each other's past and a perception of each other's common needs, as well as some faint knowledge of each other's strength, the last perhaps being the most valuable item of all.

SIR OLIVER LODGE has expressed his belief in those who see visions and dream dreams. Hence his admiration of Mr. Chamberlain and his Imperial visions. A little brochure by "M. A. R.," published by Mr. Edward Arnold, and entitled "A Dream of Efficiency," develops the "Imperial" idea on its educational side. The writer sees in his dream English teachers exchanging for a term with colonial teachers. The same idea was contained in Mr. Sargent's proposals for a South African Winchester. It is certainly a practical idea, even in the more extended application suggested by "M. A. R." A sea voyage and a term's work in Natal would be an excellent stimulus to many masters and mistresses in secondary schools.

SCHOOL VISITING FOR TEACHERS— A SUGGESTION.

IT would be a mere truism to say we English are a conservative nation; but our innate dislike of change is nowhere to be seen so plainly as in the teaching world. Again and again the complaint has been raised that the teacher engaged in active service has no chance of obtaining more knowledge of his or her craft, and the evil is universally acknowledged; yet nothing is done to alter the existing state of things. We all know that the reproaches hurled against teachers—or rather, I confine myself to women teachers since I know this class from personal experience—namely, that they are "limited," conservative, apt to go on for ever in the same old groove, are justly merited; but how can it be otherwise under the existing state of affairs? One knows what happens in the usual course of circumstances: the young inexperienced teacher comes straight from the training college to her first post; she has heard lessons given during her year of training, sometimes by experts, sometimes by learners; but she has hardly been in a position to profit to the fullest extent from her opportunities, for to listen critically and with judgment is no easy performance. She enters upon her work, and, if she prove at all satisfactory, it is likely she will continue to hold her post in the same school for some four or five years; during this time, I venture to say, she will not have one chance of hearing the teaching not only of those engaged in any other school, but even of her colleagues on the staff. It might be supposed that she would be able to obtain some guidance and instruction from her head mistress; but this is not the case. It is rare nowadays to find a head mistress who regards the work as guide, director, general supervisor, and adviser as her most essential duties; the modern head mistress appears rather to look upon herself as head teacher, and we usually find that the most advanced teaching work (in the Sixth Form for example) is in her hands, to the exclusion of most other duties. At the end of her first four or five years of teaching, then, the young teacher may find herself in some respects in much the same place as when she began. She has gone on in her own methods, good or bad as the case may be, without the stimulus of any new ideas, without the possibility of adding to or improving upon her own methods, without the influence of any better mind than her own upon her daily work. Surely the stupidity of such a system is obvious to all observers, and the stupidity is rendered more glaring from the fact that the existing system might easily be altered.

But, before suggesting briefly how this alteration might be effected, I should like to refer to the theory, so often uttered, so radically false and misleading, which asserts that "the teacher must evolve his own methods in teaching." We who are experienced teachers know only too well the futility of such a theory, and I fancy all those who have given any amount of study to teachers and teaching, in average schools, will have recognized it also. The average teacher—female teacher, at any rate—is quite incapable of "evolving methods," and that fact should be duly recognized. It is so often forgotten in talking on matters educational that, though there are many gifted and brilliant teachers of a kind that is "born, not made," the great mass of teachers are, and always will be, one imagines, very ordinary average sort of people. Why, then, should we expect them to be able to work out excellent systems of their own for teaching history, geography, grammar, arithmetic, or anything else, when the great educationists have found methods of teaching the most difficult matter in the world? And why, because the average teacher cannot evolve any method for herself, shall she be debarred from getting any inspiration from others? A student of art takes every chance to watch and learn from a great artist; the student of medicine or surgery studies and copies the great doctor or surgeon; the budding actor is trained under a great actor; but the teacher alone, experienced or inexperienced, is debarred from all chance of improvement. It may be said that the teacher can study methodology from the books of the great writers on education, a certain amount of which can be done and is done in the training colleges. This is useful, but it is of very little advantage compared with the knowledge gained by studying the living teacher with pupils before her, with difficulties surrounding her—in short, with all the actual circumstances of teaching life.

To afford teachers a certain amount of school visiting would not be a difficult matter, and I believe the benefits to the profession would be enormous. If every staff would keep at least one teacher as an extra teacher, that is to say, one member of the staff who had her time only partially filled up, she could "relieve" the other members of the staff, and set them free periodically to visit neighbouring schools and hear lessons on her own "subjects." Unless the staff were very large, it should be possible to enable each teacher to visit once in three weeks at the least, and, even if some sacrifice has to be made by throwing two classes together or giving an examination instead of a lesson, the result would be well worth such a sacrifice.

Every one will agree that in the schools of a large town (take London, for example) there is plenty of talent to be found in the teaching profession. Some such body as the Teachers' Guild might be empowered to collect a list of the names of the teachers in the various schools conspicuous for their ability in different subjects; these names could be supplied by the various head mistresses, who should make it a point to know who are their best teachers, and the body which undertook to keep the list would send lists to all the neighbouring schools, giving days and hours of lessons, so that the various schools might select. Two objections may be raised against this scheme, which, it may be stated, is a mere suggestion. It may be objected that such a system would disturb the normal course of work in the school which sent out its visiting teachers; and, secondly, that the presence of visitors in a school will be very disturbing to class and teacher. These, though reasonable objections, are but slight ones, and easy, I think, to be got over. It is true that the year's course of work might be slightly disorganized; but this defect would be more than compensated by the increased stimulus given to the teachers, and, consequently, by the added enthusiasm for their lessons. To have one's ideas widened, to gain a new view of one's subject, to realize interest and fascination in a hitherto "dull," unprofitable subject—this seems indeed great gain, great enough to more than balance any losses in the curriculum. As for the objection that visitors are disturbing to the classes, the contrary has been sufficiently proved: in certain schools it is the custom to have constant visitors, and it has been found that the pupils get so accustomed to this that they ignore spectators altogether and can pay full and undisturbed attention to their lessons.

At all events, even though there be difficulties in the path, is it not worth while to try to put in action some system whereby the power and the insight of the more gifted in the teaching profession may become helpful to those who have been less well endowed for their life work? A. L.

COLONIAL AND FOREIGN NOTES.

FRANCE.

French Universities show an increasing desire to provide for the wants of foreigners, whether it be by means of holiday courses or by arranging for them special courses during the academic year. Those, if there be any, for whom Paris has lost its charm may find a welcome in some quaint provincial town or by the sea. Since about thirteen hundred students were last year attracted to such courses, it is clear that they are deemed a boon. We may, perhaps, be doing a service to some of our readers if we set down here the names of a few Universities that offer courses, and add particulars. *Lyon*: preparation for the *Certificat d'études françaises*; December 1 to March 15; apply to the *Secrétariat de la Faculté des Lettres*, 15 quai Claude-Bernard. *Dijon*: holiday courses; four months; July 1 to October 31; 30 francs for six weeks, 40 francs for two months, 50 francs for three months, 60 francs for four months; M. L. Eisenmann, 3 rue Millotet. *Nancy*: all the year round; Mr. Joseph Laurent, à l'Université. *Besançon*: holiday courses; July 10 to October 15; one month 30 francs, two 40 francs, three 50 francs; M. Suffren, Secrétaire de l'Université. *Rennes* (Bretagne): holiday courses at the seaside (St. Malo-St. Servan); August 2 to 29; M. Gohin, Professeur à Rennes.

Grenoble announces its willingness to give instruction throughout the whole of the academic year, whilst its holiday courses lie between July 1 and October 31. Moreover, Grenoble opened on May 1 its laboratory of experimental phonetics. The "Enseignement expérimental," devised by the University more especially for the use of

the foreigners, is on an interesting system. It comprises a theoretic course of phonetics, laboratory work in experimental phonetics, and practical teaching in articulation and delivery—theory, experiment, and practice being, as it were, three indispensable elements of a whole. The instruments employed in the laboratory—*le palais artificiel, les ampoules exploratrices, le cadran indicateur, le tambour enregistreur, le manomètre à eau, and le signal du larynx*—are described in the "Précis de prononciation française" drawn up in 1903 by M. l'Abbé Rousselot and M. Laclotte. We must refer our readers to the book, since in such a matter description without plates would be unintelligible. Enough for us to say that the mechanical contrivances enumerated show exactly what organs are engaged in the production of a sound, in what degree and at what moment, so that with their aid a student is enabled to discover the cause of a mistake, and so to correct it. Again, no teacher can repeat without limit until a pronunciation is completely won by his pupil, and the pupil, even when he has conquered it, will lose it again if left to himself. Accordingly, extracts of prose are inscribed on the cylinders of a phonograph, which thus becomes an unwearied instructor, ever at hand. With it may be studied, not only sounds, but also *diction*, that is to say, the delivery of sentences with appropriate rhythm and intonation. We translate a few words from an interesting account of the procedure at Grenoble: "All the exercises are on the basis of texts transcribed into phonetic orthography. Unhappily, French orthography is a very different thing; it is a study to be pursued; a study, however, not of pronunciation, but of signs. It is necessary to learn that *eu, au, and ue* express the same sound *ø*; that *ue* again can represent the sound *u*, and so forth. This confusion, to diminish which Frenchmen have been striving for three centuries, will perhaps last some time longer. In the theoretic course the student will have learned some rules—such rules as can be given—to connect signs and sounds. He will then have to familiarize himself with the detestable common orthography by reading texts printed in it. The mistakes that he will make will be errors of interpretation, not of pronunciation. At the end of a few days he will make no more than would a Frenchman; he will speak, as to sound, correctly, and read books without offending the ear. A sustained effort for a few weeks, with patience to follow strictly the methodical training prescribed, will profit him, as he will find, more than a stay of many months in France unseconded by the experimental method."

The writer, it will be observed, is on the side of reform in the war that is raging in France about orthography. **Statistics of French Students.** Englishmen, although they would welcome simplifications, are not entitled to demand them, having never done aught for the ease of foreigners. But we leave pronunciation and orthography in order to call attention to the large number of students in France. Statistics just issued show that on January 15 in the present year there were 33,618 young men and young women attending Universities or professional schools of University rank, or 31,589 at Universities proper. Paris heads the list of Universities with 13,431 students; but Lyon, Bordeaux, and Toulouse have also each more than 2,000. On the other hand, Besançon has only 321 students, and Clermont some forty fewer. If we consider the distribution of the students among the faculties, we find that Law claims 12,125, or more than a third. Of the whole number of students, 1,922 are women and 2,452 are of other than French nationality.

It has long been a grievance to French teachers that they have been liable to be injured in their professional careers by secret reports made by their superiors to the Ministry. They will henceforth lack this particular ground of complaint. Article 65 of the Financial Act of 1905 lays down that civil and military officials, of whatsoever kind, have a right to be acquainted with all the reports and papers constituting their *dossier* before they are subjected to a disciplinary inquiry or delayed from advancing to higher post or pay. It is the end of *les notes secrètes* and the extinction of a favourite topic of conversation.

At Paris they are discussing the question of abolishing prizes. A referendum has been made to the parents of pupils in Pécote Edgar-Quinet, and it seems that the verdict has fallen against the traditional means of recognizing merit. It is the Municipal Council that is moving, and the only institutions concerned at present are the higher and professional primary schools. But the arguments brought forward have a general bearing. Prizes, it is urged, do not fall to steady industry, but to the brightest intellect. And, in any class, only two or three pupils stand within reach of the golden apple. We are reminded of a dear old teacher, long in the schoolmasters' Walhalla, who, observing the same phenomenon, namely, that a prize serves as a stimulus only to a few clever fellows, offered one at his own private charges to the boy who was thirteenth in a form of twenty-five. Whatever effort to rise he kindled in the lower part of his form was largely outbalanced by the struggle of the upper boys to depress themselves to the right level by means of affected ignorance or deliberate idleness. The plan was a deplorable failure except from the point of view of cynics who contend that the prizes of life often go to mediocrity, and that they are

won most easily by cultivating it. But cynics and cynicism lie remote from our business, which is simply to chronicle that a movement against prize distributions has begun in France.

BELGIUM.

Like many of the French Universities, the University of Liège announces a holiday course, which is resolved into two sections:—July 17 to August 5 and August 7 to August 26. Information about it will be furnished by M. Joseph Brassinne, the Assistant Librarian of the University. But more important is the gathering that will take place at Liège in September, when for three days an International Congress on the Education and Protection of Children in the Family will sit. The object aimed at is "to spread sound ideas about physical, intellectual, and moral education, to combat absurd traditions and dangerous prejudices, and to call the attention of parents and teachers to the efforts everywhere being made to study the nature of children." A subscription of 10 francs confers membership. Reports and discussions will be in French. To brighten the days of the *congressistes*, excursions, *fêtes*, and visits to the Liège Exhibition are being planned. Should any of our readers think of being present, they may obtain detailed programmes from (among others) M. Arthur Delpy, 43 rue de Berlin, Paris.

GERMANY.

The parity of right accorded (so far as or where it has been accorded) to the non-classical school has had an effect, which we relate without comment. The Prussian Universities have to do some of the work that was formerly done by schools, establishing *Altsprachliche Ergänzungskurse*, or Supplementary Courses in Classics. During the winter half-year, 1904-5, such courses in Latin were attended by 224 students, 221 of them being students of Law. Courses in Greek for beginners attracted 162 hearers, 109 of them being students of Law, 4 students of Medicine, and 49 belonging to the comprehensive Faculty of Philosophy. Or those commencing Greek, 118 had the leaving certificate of a *Realgymnasium*, 35 that of an *Oberrealschule*. The figures, as compared with those for last year, show that an increased amount of this kind of work is required from the University.

As we have frequently seen of late a statement, based on the fact of the Prussian reform, that parity of right has been won for the modern schools in Germany, we print here a summary of the case as it really stands.

The study of medicine, veterinary surgery, postal service, telegraphy, and shipbuilding is open, and exemption from the examinations for ensigns and naval cadets is granted, to the pupils of almost all the higher schools, provided, of course, that they hold the *Reifezeugnis* or leaving certificate. But medicine is not open to those from the *Oberrealschulen*; in Bavaria postal service and telegraphy are closed against those from *Realgymnasien* and *Oberrealschulen*; and in Württemberg to those from the *Oberrealschulen*. For the services named the qualification is Imperial, and the States that make exceptions do it in virtue of their powers of reservation.

As to the studies and services the qualification for which depends on the several States, considerable diversity prevails. Theology and classical philology have not yet been thrown open. Modern languages are everywhere open to students from *Realgymnasien*, but not yet to those from *Oberrealschulen*. Mathematics and natural science are open; only Mecklenburg (both States), Sachsen-Meiningen, Altenburg, Coburg, Reuss (both States), and Lippe (both States) still exclude those from *Oberrealschulen*, so shutting them out of the University altogether. Public building is open to those who come from *Realgymnasien*; but those from *Oberrealschulen* are excluded in Bavaria, Saxony, Baden, Mecklenburg, Meiningen, Altenburg, Reuss (both States), and Lippe (both States). Mining is open to *Realgymnasien* (except in Baden), and to *Oberrealschulen* in perhaps a majority of the States. As to law, it is free to *Realgymnasien* only in Prussia, Württemberg, Anhalt, Schw.-Sondershausen, and Waldeck. Our note may serve to show two things, (1) that the modern schools have not yet triumphed completely in Germany, (2) that it is as difficult to make general statements about German institutions as about English.

RUSSIA.

It would be unreasonable to demand any high educational endeavour from Russia at the present time. Such news as we have touching matters there relates to the Universities, which are now closed in consequence of disorders. The Ministry has determined not to open them again until the beginning of the next academic year (September 1). The lost spring half-year will then, as it is hoped, be compensated by intensified work. Students and professors who do not resume their duties will be dismissed. Whatever may happen in September, the general condition of Russian Universities seems to be far from satisfactory. A leading journal—and that not one of an extreme sort—complains that they are, for the chief part, mere manufactories of diplomas—and bad manufactories, since the diplomas have little value; that the chairs, being filled without competition, are occupied by incapable monopolists, who, whatever nonsense they may teach, receive

salary and decorations in due course; that the Universities are, in effect, political clubs, having their own organs, which preach the doctrines of revolution; and that they shelter unripe, undisciplined youths, more given to spouting treason than to learning. We are not accustomed to boast of ourselves that we are not as others are, yet we have always in private congratulated ourselves that England has escaped the curse of the political student. As to the Russian Universities, if they are as they are painted, not even Mr. Chamberlain would be eager to multiply them.

CAPE COLONY.

The weakness of education in Cape Colony has always been the lack of trained teachers. To some this may seem a small matter; for ourselves, we deem it of vast importance that the educators of an Imperial people should be properly equipped for the service that they are to perform. Hence, when we open the Superintendent-General's Report for 1904, we turn curiously to see what progress has been made in remedying the defect. Believing that many of our readers are interested in such questions, we give the relevant figures:

	1903.	1904.	Increase.
Total number of teachers present at inspection ...	4,640	4,954	314
Of these, number professionally qualified ...	2,302	2,478	176
Percentage professionally qualified	49.61	50.02	.41

Of an increase of .41 per cent. we can only say that it is better than a decrease. Those, on the other hand, who believe that a teacher is made by Nature, and not by training, will be indifferent to the fact that half the primary teachers in Cape Colony are untrained. That untrained in these cases also means practically uneducated is a detail over which we will not linger. As to the sex of the teachers, we observe that, whilst for some unexplained reason there has been a trilling rise in the percentage of men, 64.5 per cent. are women.

The making of miners would seem to be more systematically planned than the making of schoolmasters and schoolmistresses. A course in mining covers a period of four years. The preliminary work, assigned to the first and second years, is undertaken by the South African and Victoria Colleges. The work of the third and fourth years, being practical in its character, can be most profitably done in a mining district. For some years the practical part of the course was followed at Kimberley; but at the beginning of 1904 a transfer of it to Johannesburg took place. The number of students who undergo this systematic training is not large. But we may hope that some of them will amass fortunes, endow Universities, and so make a return to education for the labour expended in producing them.

The inspectors' reports annexed to the main statement of Dr. Muir, the Superintendent-General, afford a few welcome glimpses of the way in which life is lived and children are reared in South Africa. The Inspector of the Calvinia circuit tells how the small enrolment is due to the thin and scattered nature of the population, which makes it hard to bring educational facilities to the doors of families. A reason frequently put forward by parents for not sending their children to school or for not starting a school on their own farm, is the labour difficulty. One of the regrettable consequences of the war has been an estrangement between the farmer and his coloured servants, who flock to town locations, and live, if possible, in idleness. Thus in the house the farmer's wife is overworked, needs the services of her daughters, and dreads the additional burden of the teacher's board; whereas outside the son must watch sheep or lead the team in ploughing operations. The inspector of the Elliotdale circuit has chiefly native schools to deal with. "In the districts occupied by the Gcalekas," he writes, "the people are by no means eager to avail themselves of the advantages afforded them for the education of their children, and it is only to be expected that children whose attendance at school is not insisted on by their parents would prefer the freedom of the bush and the fields to the constraint of school. The parents seldom exercise their authority to make their children attend school, and, if they do send them, they take no steps to find out whether the children really present themselves there. In some cases earnest teachers have taken much trouble to remedy this state of affairs by constantly visiting the parents. The task is a thankless one, and involves an expenditure of much toil on the part of such teachers, and it is the more creditable that some have been found ready to do this work." Thus simply is outlined a little picture of the Empire at work discharging its high Imperial mission. Then we have the other side of the picture, and are told of schools in which there is only one blackboard for two teachers; of those in which the supply of forms and desks is inadequate; of those which have no map of the World, whilst that of South Africa stands rolled up in a corner. From the Kimberley circuit we learn that the rural areas of the Mafeking division are ill provided with schools for whites, and that Mafeking for the present must be content with other than educational laurels. Of the Mission schools there, in particular,

(Continued on page 398.)



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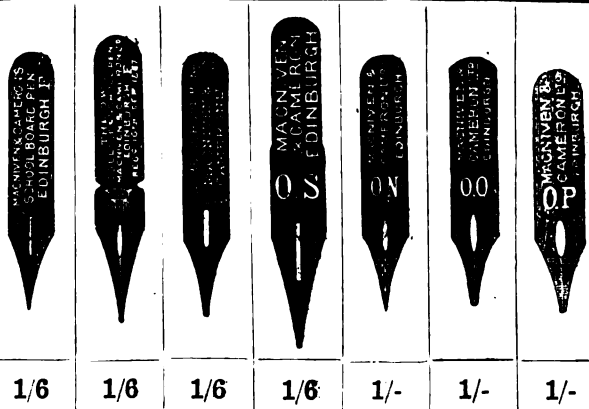
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the inspector speaks frankly: "The state of the Mafeking Mission schools is extremely bad, only one out of every nine teachers having any professional certificate; indeed, some of the teachers in that division are totally unfit for the work." In the country parts of his circuit school is commonly held in small and badly ventilated rooms with earth floors, the equipment being as primitive as the buildings. As might have been expected, the traces of the war have not yet been wholly obliterated, either about Mafeking or elsewhere.

We must not, however, dwell too long on the darker passages of the report. A new country has enormous difficulties to overcome before it can develop a complete and efficient system of education. On the whole, Dr. Muir's tone is optimistic. He records with satisfaction that school libraries have been multiplied; that interest in education has been intensified in municipal and other public bodies; and that a good understanding—resulting generally in cordial co-operation—has prevailed between school managers and the Education Department. As to some other matters, we may let him speak for himself: "The supply of schools has increased extraordinarily, the net gain in the twelve months being 165, which is 21 in excess of the gain for the preceding year. The growth in the enrolment is still more striking, there being in the year a clear increase of 8,418 pupils. As a consequence of this and previous growth we have the remarkable fact that in ten years, and notwithstanding the intervening ruinous period of war, the enrolment of school-children has increased by over 61,000. In the matter of attendance the improvement is equally gratifying, the rise being very nearly 2 per cent. in the year—viz., from 80.1 to 81.9. Nothing is a better proof of increased zeal and a deepened sense of duty among inspectors, teachers, and parents than the fact that in the year 1894 the attendance was only 73.73 per cent. of the enrolment, and that ten years later it had risen steadily to 81.9."

Dr. Muir hopes much, and we hope much, from the School Boards which it is proposed to bring into existence, charged with the founding and maintenance of schools and with the improvement of attendance.

The educational problems to be solved in South Africa are of unusual interest, and the manner in which they are being treated is watched from all parts of the Empire with good wishes for its success and with sympathy with those engaged in the difficult task of solving them.

THE GYMNASTIC TEACHERS' INSTITUTE.—The annual display by the members of this Institute was held on Saturday evening, May 20, in the large hall of the Northampton Institute, Clerkenwell, before a crowded audience of teachers and friends. The programme consisted of quarterstaff exercises by the Northampton Institute Women's Gymnastic Club, under Mr. Oberholzer's direction, which were splendidly performed, as were also the free exercises by the same club (winners of the Howard Batten Shield in the Inter-Polytechnic competitions for this year); advanced Indian club exercises by members of the Portland Road Ladies' Gymnastic Club and Catford Ladies' Gymnastic Club, given in capital style under the direction of Miss Tollemache; a well arranged figure march by students from Stempel's Gymnasium, directed by Miss Therese D. Stempel, executed with perfect precision (encored); an effective dance movement "Pierrot Parade," by pupils of Miss Edith Hassell; a very fine solo dance, "Tullochgorum," danced by Miss Hassell; skipping cane exercises by pupils of the Misses Bear, Alexandra House Gymnasium—these were very pretty and effective and well performed; a good and well executed set of antagonistic mass exercises by members of the Passmore Edwards Settlement, under the direction of Mr. A. F. Stempel; a fine set of free exercises by the members of the Northampton Institute Gymnastic Club, under Mr. Oberholzer's direction, and a fine performance of exercises on the vaulting table by the same club; a very good set of free exercises, by members of the Crawford Street Gymnastic Centre, L.C.C., under Miss E. Cranbrook; a lively and well played game of basket ball, by past and present students from Battersea Polytechnic, with Miss Morse as referee; a very fine Indian club solo, by Miss K. Klett, given in perfect style, and a capital display of fencing by Miss E. M. Bear and Miss O. Milman. One of the best items of the display was the double parallel bar exercises by lady members of the Institute, the Misses Andrew, Brown, Durand, Eyles, Heathfield, Klett, Prout, Read, Roberts, Rought, Sandell, and Smyth, led by Miss Tollemache and Miss Berry, the ladies working in pairs and in perfect style throughout. The apparatus work by the members of the Institute, Messrs. Arnold, Connor, Cox, Davies, Moorhouse, Oberholzer, Powell, and Reeves, on the vaulting horse, parallel bars, and horizontal bar was very good. Altogether the display, which was directed by T. Williams, was one of the finest given by the Institute.

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A LESSON FROM WALES.

WE make no apology for recurring to the Welsh National Conference on the Training of Teachers, though it was held so long ago as last November. The Report of the Proceedings was published only last month, and it is a document that will well repay the most careful perusal. Wales is, in one respect, a long way in advance of England: it has organized its intermediate schools and brought secondary education within the reach of every boy and girl who is likely to profit by it. It has further shown by this Conference its determination that all its teachers, both primary and secondary, shall be trained, no matter what the cost. At the first meeting the chairman, Principal Griffiths, laid it down as almost axiomatic that pupil-teachers are a thing of the past, and must not be reckoned on in calculating the staff required. Another proposition was received without a dissentient voice, that the general education of primary and secondary teachers, apart from their professional training, must be assimilated up to the age of seventeen.

As to the special training of the two classes, there was much diversity of opinion. On the one hand, it was urged that the same foundations of psychology, physiology, ethics, &c., were required, whether the duke's son or the cook's son was to be taught. On the other side, it was argued that the difference in the ages of the respective pupils and in the subjects taught differentiated the two classes, and that distinct courses were required for students of eighteen and nineteen and students of twenty-two or twenty-three. The opinion of those best entitled to speak was that some lectures might be shared, and that it would be well for either class to have had some experience of teaching in both kinds of schools, but that further admixture was not desirable.

On another moot point which is at the present moment engaging the attention of the London University authorities there was a remarkable agreement. All the experts held that training should be post-graduate. Miss E. P. Hughes, speaking from her Cambridge experience, had found that we can train graduates in a shorter time, more effectively, and on better

lines than undergraduates; and Mr. Trevor Owen held that by taking the training course concurrently with the degree course there was a grave danger that the efficacy of the training would be likewise impaired. "It would be an educational calamity if through taking a training course concurrently many Honours men were reduced to taking a Pass degree." Even worse would be a special degree, a soft option contrived to meet the peculiar case of teachers, or, as Lord Stanley of Alderley stigmatized it, "to put the hall mark upon the metal without the standard of fineness." "We have ruined education," said Principal Griffiths, "in some respects for the sake of the rich, and now I think there is a possibility of ruining it for the sake of the poorest." For many years to come a full degree course cannot be expected of the majority of teachers, and the true path of progress lies, not in levelling down degrees, but in levelling up the general standard of education.

Another question was keenly debated which is agitating the United Kingdom no less than the Principality. Is each area to train for itself the teachers it requires, or is there to be unrestricted free trade in teachers? The latter solution, which found most favour, carries with it the rider that the cost of training must be mainly an Imperial charge. As Sir John Gorst put it, the organization must be local, but the expenditure national. This is the view that we have favoured, but we frankly confess that Lord Stanley's criticism gives us pause:—"You have used the word 'national' to-day in two senses. When it is connected with management it means Wales. When it is connected with payment it means the United Kingdom. I would advise you that you have got to use that word in one sense only. What will be done for one part of the country will be done for the other. Whitehall exclusive contribution will mean, sooner or later, Whitehall exclusive management. You will be putting a bit in your mouth, a saddle on your shoulder, and an alien rider to ride you, if you pursue that policy too far."

In the actual provision for training there can be no doubt that Wales is far in advance of England. Principal Salmon went so far as to assert that, if accommodation were provided for an annual output of 600 additional women elementary teachers, nothing further in the way of machinery would be required. The secondary teachers in Wales he reckoned at 500, and the annual waste at 30, for which number there is already ample provision in connexion with the University.

Let us compare this with England, where, to quote Lord Stanley, "in the case of men, Oxford and Cambridge have made slight efforts towards securing a training course for men, but nothing serious or extensive has yet been undertaken, and the head masters of our great public schools have generally thrown cold water on the proposals"; while ever since 1870 "the Board of Education has neglected its duty of securing that with the growth of schools there should be a growth in the number of trained teachers."

What, we would ask in conclusion, is the Board doing at the present moment to redeem the past? For years it has thrown open the doors of the profession to persons absolutely unqualified. In the permanent conditions that it laid down for registration training was one essential. Only four men have, up to now, so qualified themselves, and we have grave reasons to fear that when the years of grace lapse this condition will be removed. It has already withdrawn the official sanction that it gave to Column B, and it continues to consign to a sort of Chinese compound the trained teachers, whatever may be their academic qualifications, who are employed in primary schools. It has apparently burked the Report of the Registration Council, and is using the Consultative Committee as a buffer against the demand for a reformed Register expressed by the resolutions of the N.U.T. Conference and the letter of the Teachers' Guild Council which will be found on another page.

THE General Committee of the Association of Teachers in the Secondary Schools of Scotland have agreed to recommend the following gentlemen, who have been chosen by the branches, for co-optation as members of the four committees for the training of teachers in Scotland:—Aberdeen—Mr. Gustav Hein, Girls' High School, Aberdeen; Edinburgh—Dr. Marshall, Royal High School, Edinburgh; Glasgow—Dr. Hutchison, High School, Glasgow; St. Andrews—Mr. Richard Malcolm, The Institution, Dollar.

"OUT OF THE MOUTH OF BABES AND SUCKLINGS."

THE world is not yet too old, nor too wise, to learn from the child. Let who will learn. The facts embodied in this brief article may not be without some value to teachers who would base their arrangement on Nature's methods.

The writer has had the opportunity—given to every parent—of watching the natural development of speech in a little child. The child was emphatically *not* experimented on, but simply observed. He is an only child, and has learned to speak amongst "grown-ups" whose language normally conforms to standard speech.

In order of development, nouns came first—names for relatives, first of all. The "bow-wow" theory received some confirmation in the nomenclature of animals. A dog was a "wouf," and a cat a "wow." Metathesis of consonants was marked: e.g., a kettle was a "keltie" and a garden a "gandie." Quite a large number of nouns were used before a verb was regularly adopted. The first word used as a verb was "out," implying the natural desire to go out of doors. The sea was dubbed "bath"—not far from the Anglo-Saxon term—and a clock was named "ca-ca."

Verbs were usually developed from nouns by rather an interesting process. Thus, to sweep a room is "brooming" it, and the manipulation of a razor is "razing." Anything which revolves is said to "wheel," and the process of using india-rubber is called "rubbering." Blotting paper is "ink paper," and a quill a "feather pen." Clearly, the verb is developed from the noun, and, while nouns are largely imitative, verbs are rather constructive, being based on nouns.

While some nouns were clearly imitative, others were based on some process of reasoning which defies examination. For example, the word "map" was used by the child to indicate a rabbit—not necessarily a white rabbit; and he applied the word at once to the first snow he saw, and continued for some time to use it. Again, he has always puzzled us by referring to a rather badly painted tiny squirrel on a tree trunk as the "tah-tah"—with a long pause between the syllables. The term, we fancy, must be aboriginal.

Tennyson's "This is I" was long in being actual. Up till the age of two and a half he constantly referred to himself as "you"; "You want so and so" was his formula for "I want." "I" and "me" he did not use at all during this transition period. Another stumbling block was "yes" and "no." These were not used until the same time. Assent was signified by repetition; e.g., "Do you see the dog?"—"I see the dog!" The negative is a big step, and the compound negatives come slowly. As yet (he is not quite three) he says "not anything," "not any more," for "nothing," "no more."

Grammatical errors were few, and were usually with strong verbs, which he used as weak: e.g., "letted" or "getted" for "let" or "got," but he usually corrected himself if he were asked to repeat the phrase.

Simple sentences soon gave way to complex. Just the other day he was heard to use a sentence with a future tense, an extension denoting place and an adverbial clause of time, and there was but a slight pause to indicate that thought was taking place in the construction of the sentence. The whole sentence ran thus: "We will [he is obviously a Scot!] go back to our old house when Mr. X—goes out of it," and between "house" and "when" there was a pause of perhaps half a second.

Imagination and comparison supply new words, or put new combinations into use. His first ride in a city bus extracted the remark: "Is this a thing for cutting grass?" the din recalling a lawn-mower. His first policeman was "a black soldier," and his first pillar-box "a funny pump." When a fire dies it "withers," and a red frock is a "soldier-frock." Association of ideas is strong, and develops quite early, but it sometimes assumes quite advanced forms. A maid was dismissed in disgrace, and a long time afterwards an aunt who had been visiting us took her departure. The question came promptly, "Was Auntie bad?" On one occasion during a walk in moonlight we turned a corner or two, and the moon seemed to be in a different quarter of the heavens. "Are there two moons?" "No, there is only one, that's the same moon." The reasoning I do not try to elucidate, but I give his comment: "One moon plenty!"

A curious trait was at one period noticeable in his speech, viz., the prominence given to nouns in reply to questions. For example, if asked what he saw in a field, he would reply: "Cows I see in the field," or, "Lambs there are." One friend would have it that the "Lambs there are" was a clear evidence of the hereditary influence of Latin prose!

Now and then nouns were formed from verbs or other nouns, e.g., a golf club was a "golfer," and a scythe was "a big knifer," while a lawn mower was "a big cutter."

The object of this article is expositive rather than constructive, yet one or two teachings seem clear. A child, half way to school age, can form words and use complex sentences. What a drudgery his first lesson books must be! Might they not conceivably contain longer and even easy complex sentences. In his "Memories Grave and Gay," the late Chief Inspector for Scotland related how a precocious urchin, after reading in disconnected sentences how "the fat cat" did various things in the way of mat-sitting and so forth, ejaculated, as he hurled the disgusting book athwart the room, "O d—n the fat cat!" It is not impossible that he voiced the "cry of the children" in words fit though few.

Surely composition is a subject for the kindergarten. Give the children *things* and the words will take care of themselves. R. L. Stevenson knows his child when he makes him rejoice that "the world is so full of a number of things." Give the infants things; talk to them and let them talk, though at times it be *ad nauseam*, and composition will present fewer difficulties to the schoolboy of seven or eight than it seems to do at present.

W. R.

A RECORD OF AMERICAN EDUCATION.*

THIS painstaking and meritorious compilation of statistics and facts will be found of much value by those who are engaged in that most important work, the comparative study of educational systems and of the manner of their evolution. It must, however, be borne in mind that this is a record, and in one respect, as we shall see, a very one-sided record, and not that organic unfolding of events which men call history. In so far as we have been able to check Prof. Dexter's facts, we are, in the main, in agreement with them. He is (despite occasional serious misprints, as on page 173 in dealing with the attendance at high schools) an accurate and careful worker. His sins as an author are mainly sins of omission. The first part of the book, dealing with "The Growth of the People's Schools," traces the evolution of American education from the earliest schools of Virginia (1616), of the New Netherlands (1633), and the New England Colonies (1635) down to the latest legislation of the youngest territory. This is no mean achievement, for it enables us to realize the noble results of dim beginnings faintly seen through the mists of nearly three centuries. Yet even here the sin of omission affects the value of Dr. Dexter's work. Surely an American ought not to neglect any facts relating to the early history of Harvard, the Oxford of the American continent.

The first building grant was made on September 8, 1636 (not 1630 as misprinted here). The first Master of the College was Nathaniel Eaton. He was followed in 1640 by the tireless Henry Dunster. In his time, as early as 1642, Harvard began to grant degrees. Dr. Dexter does not seem to be aware that in the English Record Office is a Catalogue of Harvard University graduates from 1642 to 1674. It contains the names of 201 graduates, including two from Oxford, four from Cambridge, one each from Aberdeen, Dublin, and Lyons. Nor are we told that in its inception Harvard was as much intended for the Indian as the European, and that among its early graduates was an Indian—Caleb Cheeschaumuck. Surely, too, Harvard was incorpor-

ated by Charter on May 31, 1650, and not by Act. We have here, moreover, no reference to the Crown Inquiry of 1664; nor to the famous Report of Edward Randolph on Harvard, dated October 12, 1676. Chauncy was President from 1654 to 1672, when he was succeeded by Dr. Samuel Hoare. In 1675 a vacancy again occurred, and was filled provisionally by that able scholar and stylist Urian Oakes, who became full President in 1679. Dr. Dexter seems quite unaware of this, and names no President from 1675 to 1685. Details such as these are important and demand a place in any history of American education. We do not lay so much stress on the failure to mention the English legislation of 1649 in favour of Indian schools, the collections made throughout England for this purpose, and the work of "the Company for Propagation of the Gospel in New England," though such movements might well have been placed before the student. We do, however, complain that the name of Governor Roger Ludlow, who drafted the Code of 1650 for Connecticut, with its famous provisions for education, is not mentioned. He was a really great administrator and educationalist, worthy of Balliol, the mother of administrators.

In pointing out these omissions and defects, we desire rather to supplement than criticize the mass of material on the early history that Dr. Dexter has collected. His work is most useful, but needs to be supplemented from English seventeenth-century sources. He follows in detail the early and latter history of State after State. He notes the education revival initiated by Horace Mann about 1837, and traces with considerable care the developments in various grades of education, the growth of organization and administration, and the influence of extra-scholastic sources. The chapter on text-books ancient and modern is valuable, but it is rather painful to be told in a book like this that Lilly's "Latin Grammar" was first published in London in 1755. It was in fact issued in 1527. We should like to know if there is any record of the use of John Holt's "Lac Puerorum," or "Mylke for Children," in the earliest schools.

The one extraordinary fact about Dr. Dexter's book is the deliberate omission of any reference to religious or moral teaching in the schools. Were this the only record of American education, future ages would be compelled to believe that the Americans of the twentieth century worshipped for their solitary God the intellect of man. Yet this is positively untrue. Denominational teaching is for the most part excluded from the school premises in America, but Bible teaching is almost universal during the opening exercises of the school-day. It is true that some few years ago there was a tendency to exclude religious teaching, but such teaching in innumerable private preparatory schools reacted on the State schools, with the result that the basic elements of Christianity are now taught almost everywhere, and the spirit of religious reverence is sedulously inculcated. States like Wisconsin and Utah are the exceptions that emphasize a rule which obtains as effectively in normal colleges as in common schools. In many States Bible reading is directed by law. It is a serious blot on Dr. Dexter's book that not only has he made no reference to Sunday schools, but has not dealt at all with the religious aspect of educational evolution. This is the more remarkable as an interesting chapter is devoted to the history of the theological training schools, which now contain over 2,000 students.

We conclude with some comparative figures. In 1902 in England 17.7 per cent. of the estimated population were on the school books. In America at the same date 20.28 per cent. were enrolled. America is not, however, really ahead in the numbers enrolled, for her percentage includes all scholars between the ages of five and eighteen years, while ours only includes those between five and fifteen years. England is certainly ahead in actual attendances, for, while only 69.1 per cent. of those enrolled constitute in America the average attendance, in England no less than 87.5 per cent. of the children over seven years are in average attendance. Moreover, the English school attendance consists in the case of an average child of at least 175 days in the year, while the average American child only attends for 100 days in the year. On the whole, we are inclined to think that a careful comparison of the English and American educational systems would show that the English child has better opportunities than are given to his American cousin. Secondary education is, however, making great strides, though its organic relationship to primary education is scarcely satisfactory.

*"A History of Education in the United States." By Edwin Grant Dexter, Ph.D. (Columbia), Professor of Education in the University of Illinois. (New York: The Macmillan Company; London: Macmillan. 1904.)

JOTTINGS.

THE meeting summoned on the invitation of the Mayor of Hampstead, at the Town Hall in connexion with the establishment of University College School at Hampstead, was postponed in consequence of the illness of the Speaker. The architect of the new buildings is Mr. Arnold Mitchell, and it is calculated that the construction will occupy two years. The Council provide £40,000 towards the building fund, in addition to the cost of the site, but a much larger expenditure is contemplated, and subscriptions are invited from Old Boys and residents in Hampstead.

THE Registrar of the Joint Agency reckons that, in comparison with the usual scale of agency fees, he has in the last four years saved the pockets of assistant masters to the extent of £2,000.

At the Llandudno Conference, Mr. Owen Owen, of the Welsh Central Board, stated that four-fifths of the pupils in their secondary schools had passed through the primary schools.

THE total number of books, including new editions, published during 1902 in the United States was 8,291. Of these, 5,978 were by American authors and 1,288 by foreign authors, mainly English. The remaining 1,205 were books by English authors imported in editions. For education the figures under these three heads are 476, 104, 78.

THE following Latin howlers are sent us by the late Head Master of a public school:—"Pignus belli" = "war paint" = "slowness in the war." "Ora parentum" = "the force of my father's words." "Superes bellator avum" = "You conquer the war-making bird" = "shine as a hawk among birds." "Cura officii" = "weariness of work." "Agnosco ora parentis" = "I perceive the boundary of obedience." "Dives insanum in modum" = "A rich man is in a way mad."

ACCORDING to the statutes of the City of London School the selection of candidates for the head mastership is left in the first instance to three Professors of King's College and three of University College, London. We understand that among the candidates are Mr. Egger, Science Master at Eton; Mr. Hope, of Dulwich College; and Mr. Williamson, of Manchester Grammar School. Mr. Hill, the second master, is also a candidate.

THE Committee appointed to select candidates for the High Mastership of St. Paul's School, which will be vacated at Midsummer by Mr. F. W. Walker, reduced the fifteen applicants to five—the Rev. A. E. Hillard, Head Master of Durham School, Mr. F. S. Malim, assistant master of Marlborough College, Dr. Rouse, Head Master of the Perse School, Cambridge, Mr. Du Pontet, an assistant master of Winchester College, and the Rev. R. Walker, a son of the High Master and an assistant master at St. Paul's. At a second meeting of the Committee only the three first names were left in.

At the meeting of the Governors voices were very evenly divided between Mr. Malim and Mr. Hillard, and it was his experience as a head master that turned the scale in favour of the latter. Mr. Hillard took a First Class in Classical Moderations and Finals; he was for ten years an assistant master at Clifton, and his friends thought that he would have been chosen to succeed Mr. Glazebrook. As we remarked in the case of Eton, we have no reason to believe that Holy Orders weighed in the scale.

THE Annual Conference of the British Child-Study Association was held last month at Derby, when three addresses were delivered by Prof. Muirhead (the President), Mr. Holman, and Prof. Earl Barnes.

AN International Exhibition of Pedagogy, under the patronage of H.M. the King of Spain and of H.M. Queen Maria Christina, will be held in Barcelona from May to October, 1905. Particulars as to the scope of the Exhibition and the conditions attaching to exhibits are given in the official programme, a limited number of copies of which can be obtained on application to the Director of Special Enquiries and Reports, Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

MR. CLOUDESLEY BRERETON has been appointed Inspector in Modern Languages under the London County Council. There was a large field of candidates. The three selected were Mr. Brereton, Mr. Kahn, of University College School, and Miss Smith, of Holloway College.

THE present Minister of Education has at least one qualification for his great office—his boundless sympathy for the oppressed. It is, perhaps, a little unfortunate that his sympathy for the overburdened ratepayer should take the form of suggesting that the recommendations of the inspectors of the Board of Education regarding expenditure on schools may be unreasonable. Thus Lord Londonderry at Poole. He wished it, however, to be clearly understood that, while such suggestions of inspectors must be given serious attention by managers and Local Authorities, so that our education system might not become stagnant or inefficient, yet, on the other hand, in considering such suggestions, Local Authorities were of course free to consider at the same time, very carefully, the needs of reasonable economy.

AFTER the Local Authorities have given serious attention to the recommendations of the Board's inspectors, they may, it appears, make representations to the Board on the subject; and the Board, with its benevolent President, may be trusted to give the matter careful consideration. But the other day, Sir William Anson assured a member of Parliament that the Board's inspector's only acted through the Board—which is surely the correct view. The President of the Board and its Parliamentary Secretary might profitably hold a private conference on the question. Their opinions at present are rather hard to reconcile.

MISS WALTER, H.M.I., is arranging to take another party to Switzerland on August 1. The party will be organized for a fortnight, and the time will be spent at Kandersteg and Zweisimmen. Kandersteg (over 4,000 feet high) is a point from which the Gemmi Pass is crossed; and Zweisimmen, between 3,000 and 4,000 feet high, is on the new mountain railway connecting Spiez and Montreux. Second-class carriages will be reserved from London, and the route out is *via* Dover, Calais, Basle, and Berne; the return journey being *via* Montreux (Chillon), the Lake of Geneva, and Paris. The cost of the holiday will be about ten guineas. The tickets being available for twenty-five days, those who wish to prolong their stay can easily arrange to visit Geneva, Chamonix, or centres in the Rhone Valley such as Zermatt. Further information will be supplied by Miss Walter, 38 Woodberry Grove, Finsbury Park, N., and application should be made soon, as the party is limited in number.

THE report of the Commissioner of Education for the United States which we have just received carries us down to June 30, 1903, and so rapidly do things move in America that some of the information is already out of date. To take a single instance, in the able chapter on Co-education there is no reference to the gravest indictment of recent years, Dr. Stanley Hall's "Adolescence." Yet it cannot be considered that nine or ten months is an unconscionable delay in the preparation of a volume of over twelve hundred closely printed pages, teeming with figures and statistics. Dr. Harris is cosmopolitan, and three of the twenty-five chapters are devoted to England. Of special interest to students is a notice of early English writers on education (1553-1574), contributed by Prof. Foster Watson. Something of the sort was attempted with us by the establishment of a Bureau of Information, but owing to the parsimony of the Treasury this part of the work has fallen into abeyance. We cull a few interesting figures. The total enrolment in schools and colleges for 1902-3 was 17,539,478, being an increase over the preceding year of 79,478. The number of secondary pupils for the same period was 776,035, of whom 168,223 were in private establishments. The number of public secondary pupils has almost quintupled since 1890.

THE Executive Council of the Assistant Masters' Association has decided by a large majority to join the scheme of a Federated College.

UNIVERSITIES AND SCHOOLS.

BEDFORD COLLEGE FOR WOMEN.

The Council held the usual reception at the College on Commemoration Day, May 10, after the presentations for degrees at the University of London, at which five hundred guests were present. They were received by the Principal, Miss Hurlbatt, M.A., Mrs. Leonard Darwin, Mrs. James Bryce, and other members of Council. Thirty-one students of the College were presented to the Vice-Chancellor of the University—two for the degree of M.A., ten for first degrees in Arts, eight for first degrees in Science, and nine graduates in Arts or Science for the Teachers' Diploma. Miss K. M. Shepherd, B.A., was presented for the George White Studentship, and Miss C. H. Harding for the Reid Trustees Scholarship.

Two entrance scholarships—one in Arts (value £31. 10s. for the first year and £28. 7s. for the two following years) and one in Science (value £48 for three years)—will be awarded on the result of an examination to be held June 28 to 30. Full particulars can be obtained from the Principal, and forms of entry must be received by June 12. Two scholarships of the value of £10 each for one year are offered for the course of secondary training beginning in October, 1905. The scholarships will be awarded to the best candidates holding a degree or equivalent in Arts or Science. Applications should reach the Head of the Training Department not later than July 7, 1905.

LONDON.

External students who are to undergo examination during the year 1905-6 will be glad to know the names of the newly appointed examiners for that period. The following list does not include the special examiners for Matriculation, and contains the names of those only who did not serve in 1904-5. Latin, Mr. G. S. Robertson; Greek, Mr. Archer-Hind; History, Prof. Laughton; French Language and Literature, Prof. Brandin; German Language and Literature, Prof. J. G. Robertson; Old and New Testament, Prof. Knowling; Mathematics, Dr. W. H. Young; Physics, Mr. W. Whetham; Botany and Vegetable Physiology, Prof. J. R. Green; Comparative Anatomy and Zoology, Prof. Minchin; Geology and Physical Geography, Prof. Watts; Constitutional History of England, Dr. A. P. Higgins; Mental and Moral Science, Prof. G. D. Hicks; Pedagogy, Prof. Foster Watson; British Constitution, Prof. W. J. Brown; Music, Dr. G. J. Bennett and Dr. J. C. Bridge; Engineering, Prof. S. Dunkerley. We have not included Law and Medicine. The above examiners will first officiate at the Intermediate Examinations in July.

It would be quite impossible here to give a list of the internal examiners. We will give as a sample the examiners for internal students for the Final Examinations in English in 1905—a subject of special interest to women students, or one that used to be so regarded. English: Miss Block (Royal Holloway College), Miss Faithfull (King's College, Women's Department), Dr. T. Gregory Foster (University College), Prof. I. Gollancz (King's College), Prof. W. P. Ker (University College), Prof. J. Lawrence (Bedford College), Miss Lee (King's College, Women's Department), Miss Murray (Royal Holloway College). These act in conjunction with the external examiners, whose function is to act as moderators of the "special flavour" supposed to belong to individual colleges, according to Prof. Mahaffy, or at least to the papers of professors examining their own students. As the B.A. can now be taken in Honours in one subject, English, for example, by internal students, the *personnel* of the examiners is an interesting point to them. By the way, most admirable papers are often set in literature for the examinations at the close of the terms or sessions of Extension Lectures, and students will find these, as well as the lecturers' syllabuses, most helpful. Thus, it would not be easy to find better papers than those set by Prof. Herford during the past session at the Richmond Centre in French Literature, and in German Literature (Lessing, Schiller, and Goethe). It would be a distinct gain to have such papers published in the Calendar or Arts pamphlet. Much high-class work is done in the Extension side of the University's work, and, in fact, the best students at the London colleges often attend Extension courses on their subjects.

At the meeting of Convocation on May 9 nine representatives on the Senate had to be elected. There was a contest only in Arts and Science. Some sensation was caused by the announcement that Mr. S. L. Loney (of Holloway College) was at the head of the poll with three hundred more votes than Dr. Napier, who was last, and who thus loses his seat. This is the result of support and vigorous work on behalf of Mr. Loney by the teachers, whom he claimed to represent.

In Science, Dr. Walmsley and Sir Walter Palmer are new acquisitions to the Senate. The former will doubtless be as useful in his new sphere as he has been in Convocation and its committees, and the latter is known for his munificent gift to the Physiological Laboratory. But it was resolved *nem. con.*: "That it is desirable to co-ordinate the numerous organizations in connexion with the University for the promotion of various sports, and thereout to form a University Athletic Union, and that, in order to enable a London University eight to enter for the Grand Challenge Cup or other prize at Henley, a University Boat Club should be established." It is interesting to note that the Poet Laureate has rejoined Convocation. "Presentation" was duly held next day, May 10, and the Great Hall was crowded with visitors and "guests of the Senate" and men and women graduates and undergraduates invested with the outward and visible sign of their University standing in the form of robes of varying degrees of brilliance. It was a "quiet" day; there were no "honorary" degrees, no Royalty to lend lustre by its gracious presence; our Chancellor even, Lord Rosebery, did not appear. The Principal read an encouraging report of the progress in the development of the work of the University, referring, amongst other important matters, to the arrangement between the Universities of Oxford, Cambridge, and London, for mutual recognition of preliminary certificates, which has recently been made. After presenting their diplomas, medals, and

prizes, the Vice-Chancellor (Dr. Pye-Smith) addressed the students, as did the University member, Sir Michael Foster.

OXFORD.

Since my last letter (in April) Oxford has an unusual number of losses by death to record, including the following names:—J. E. Welby (eighty-four), Demy of Magdalen in 1836, afterwards Fellow, whose father had as curate the poet Crabbe; the Ven. E. H. Gifford (a Cambridge man, but for years resident in Oxford), formerly Fellow of St. John's College and Head Master of King Edward's School, Birmingham (Archbishop Benson and Burne Jones were two among many distinguished pupils of his), late Archdeacon of London and Canon of St. Paul's (eighty-four); H. J. Mathews (Exeter), Boden Scholar and Pusey and Ellerton Scholar (sixty-two); Sir Robert Herbert, G.C.B., Chancellor of the Order of St. Michael and St. George, formerly private secretary to Mr. Gladstone, afterwards Premier of Queensland, later permanent Under-Secretary in the Colonial Office, and for forty-three years Fellow of All Souls' (seventy-four); H. Duff, Fellow of All Souls', a distinguished law student and tutor, latterly an invalid (fifty); Lord St. Helier (Fellow of Hertford), late President of the Probate and Divorce Court and Judge Advocate General (sixty-two); F. T. Richards, Fellow and afterwards Tutor of Trinity (fifty-eight); Rev. A. E. Sheppard (Oriel), Vicar of Holme Cultram, 1874 (ninety-two); and C. C. Duigan (Scholar of Brasenose), I.C.S. (twenty-three).

An interesting letter, published in the *Times* of March 16, by Dr. Fairbairn, of Mansfield College, has recently been sent to every resident Master of Arts. The writer draws attention to the very large leakage which is found between the Matriculation and the Bachelor's degree, and still more between the Bachelor's and Master's degrees. To show this, he takes seven consecutive years (1890-96), and allows four years' interval for B.A. and four more for M.A. (the minimum interval in each case being three years). The actual totals for the seven years is as follows:—Matriculated (1890-96), 5,691; B.A. (1894-1900), 4,119; M.A. (1898-1904), 2,609. The diminution between entry and B.A. may be explained, to a great extent, by death, change of plan (for many obvious reasons), or inability to pass the examinations. But the loss of 1,510 out of 4,119 between B.A. and M.A. is certainly remarkable. This, however, is only the least part of the matter. Dr. Fairbairn's main point concerns the further stage beyond M.A.—that is to say, the number of those who, after taking hat degree, keep their names on the books and so qualify for membership of Convocation. To be a member of Convocation—that is, to have the power of voting for a University candidate at a Parliamentary election or for any academic statute or decree submitted to Convocation—a graduate has to pay £1 a year to the University and a varying sum to his College. The number who keep their names on the books remains fairly constant at about 6,000. Dr. Fairbairn calculates that *more than half* of those who are fully qualified have within ten years ceased to be members of Convocation. To summarize the argument, he thinks that the great drop from B.A. to M.A. and the still greater shrinkage of the roll of Convocation is mainly due to the high fees. One cogent fact may be quoted. In the four Scotch Universities the total number of undergraduates is just less than twice the Oxford average; but their qualified electors are over 21,000, or 3½ times the Oxford Convocation. His remedy for the evil of a Convocation so very unrepresentative is to reduce the fees. The question deserves further discussion; but it must be said at once that Oxford cannot afford a change which would materially affect the finances.

As regards University legislation, there is very little to record. After the prolonged efforts of both Universities toward relaxation of the universal requirement of elementary knowledge of Greek have ended in failure, there is, for that question, an "interval for refreshment," which is not likely to be disturbed at present, especially in the Summer Term. It is, perhaps, worth saying, as mistakes are so often made, that the apparently more decisive defeat at Cambridge, which is often referred to, is an error. The public never remember that Cambridge has no "congregation"; a statute goes straight to the larger body, the Senate. The comparison is therefore delusive. As to the matter itself, it has come to the knowledge of several people here that there is some uneasiness amongst some important *non-placet* voters on the Greek question, who do not wish to be supposed altogether hostile to reform. If such a feeling is at all widespread, there may be further developments later; but it would probably be felt here that, though nobody thinks the question settled or finally shelved, it is for opponents who are dissatisfied with themselves, and not for reformers, to make the first move.

The only statutes recently proposed here are relatively of minor importance. One result of the recently established Modern Language Honour School has been a small Statute whose object is to utilize, for the teaching required for that school, the Taylorian Institute, and to provide further funds. Another small Statute proposes to allow non-European British subjects to offer "Classical Chinese" as an alternative in Responsions. Sanskrit, Arabic, and Pali have long been allowed; that Chinese should be added is an interesting and suggestive development.

Another small measure (proposed as a Decree) is to establish, at the request of Reading College, an Oxford examination to be held annually, to meet the requirements of the Board of Education under the Teachers' Training Regulations.

A further example of the growing complexity of educational work may be found in the full schemes, published as usual in the *Gazette*, for the teaching in the Schools of Geography and of Economics. One point is not without interest in these schedules, namely, the number of distinguished teachers in other Schools whose services are available for these newly organized special studies. Thus we find in the list of lectures on Geography or Economics the names of Mr. Ball, Mr. Blunt, Mr. Wakeling, and Dr. Grundy, all well known as exceptionally competent teachers in the older schools of *Literæ Humaniores* or of Modern History.

The Summer Term is always full of visitors, and it is usually well supplied with special lectures of an interesting variety. This term we shall have the Romanes Lecture by Mr. Ray Lankester; Prof. Sayce on "Canaan in the Centuries before the Exodus"; Mr. H. W. Wolff, for the Professor of Political Economy, on "Co-operation in Banking"; Prof. Holmes (Fine Arts) on "Colour"; Mr. H. Balfour, for Prof. Tylor, on "The Origin and Development of Human Arts and Appliances"; Prof. Hubert Parry on "Music"; and the Principal of St. Edmund's Hall (the well known Dante scholar) on the "Paradiso."

The usual reports of the Observatory, the Bodleian Library, and the Museum have been issued in the *Gazette*, and would of themselves suffice to give the casual reader some notion of the varied activities of Oxford. The Museum report alone—with its numerous departments, lists of work done, and vast additions to collections—occupies sixty-one columns of the official *Gazette*.

The following announcements have been made:—

University Prizes: English Essay—A. Maxwell, B.A. (Christ Church); Newdigate Poem—A. R. Reade (Exeter); Greek Prose—T. W. Phillips (Jesus); Greek Verse—F. A. B. Newman (University); Latin Verse—W. A. Greene (Christ Church); hon. mention, C. T. H. Walker (Corpus Christi); Ellerton Essay (no candidate); Matthew Arnold Memorial Prize—F. R. G. Duckworth (Trinity); Junior Greek Testament and Septuagint Prizes—£10 awarded for good work to L. W. Parry (Exeter), W. J. Barton (New), L. H. C. Shuttleworth (St. John's); Stanhope Historical Essay—G. S. Gordon (Oriel); Gladstone Prize—A. E. G. Hutton (New); hon. mention, K. N. Bell (Balliol), R. P. Garrold (Pope's Hall).

Degrees: (Research) D.Sc.—F. C. S. Schiller (Mental Science); D.D. (by Diploma)—Right Rev. J. P. Hughes, Bishop Elect of Llandaff; D.D. (*honoris causa*)—Right Rev. F. Goldsmith, Bishop of Bunbury, West Australia; M.A. (*honoris causa*)—Prof. Holmes (Fine Arts); D.Litt. (*honoris causa*)—Gerhart Hauptmann; D.Sc. (*honoris causa*)—E. Ray Lankester, F.R.S. (proposed); D.Litt. (*honoris causa*)—E. Senart, Memb. Instit. France.

Appointments: Delegates of Privileges—Rev. W. Werner (Christ Church), G. E. Underhill (Magdalen), Prof. Oman (All Souls'), C. H. Turner (Magdalen), A. S. L. Farquharson (University); Delegates of Non-Collegiate Students—Master of Balliol, Warden of Merton; Representative Trustee of Oxford Charities—Rev. W. Warner (Christ Church). Governors of Schools: St. Olave's, Southwark—H. L. Smith (Corpus Christi); Witney—A. E. Jolliffe (Corpus Christi). Board for Military Education—Principal of Brasenose; Lecturer in Modern English Literature—E. de Sclincourt (University).

ST. HILDA'S HALL.—Two open scholarships are offered in October, 1905, at St. Hilda's Hall, Oxford, of the value of £40 and £30 respectively. They are tenable for three years by students who give satisfactory proof of their need of pecuniary assistance for a University course, and will be awarded on the result of an examination to be held at St. Hilda's Hall in the last week of June, 1905. Names of candidates must reach the Principal not later than June 15.

OXFORD HOME STUDENTS.—A scholarship of £25 a year for two years, the gift of an old student, is offered for competition in March, 1906.

MANCHESTER.

By the appointment of Miss Drummond to the Head Mistress-ship of the Bridlington High School, the Manchester High School for Girls will lose one who has for the past six years filled the position of English mistress with remarkable success and is at present second mistress. The post of second mistress, however, is one that is taken in rotation by the heads of the various departments. By an error last month the report of the concert of the Girls' High School (at which a very creditable rendering was given of Somervell's "Joan of Arc") was included among the items of Grammar School news.

One open science scholarship has been won at New College; one open classical scholarship at Pembroke College, and a Somerset Scholarship at Brasenose. The Old Mancunians' Annual Dinner was held on May 4, under the presidency of Canon Wright, as senior steward. In the course of his speech the High Master, Mr. Paton, gave a humorous

account of an inquiry he had recently had made throughout the school as to how the boys spent their Saturday holiday. The largest contingent, 137, played football. Next in number came those who looked on at football. A few went to *matinées*. Some "tried to curry favour by saying they did home work." "I assure you," added Mr. Paton, "I shall try to exterminate the fifty-nine boys who did home work and the forty-nine boys who did nothing at all. One of the difficulties of a school of this kind is unseasonable and unreasonable work." A delightful lecture on "Education in Japan" has been given to the boys by Miss E. P. Hughes, who has recently returned from that country. Two concerts were given by the School Musical Societies on May 11 and 12: the first to the boys, the second to the parents, who were invited to an informal "at home" by the High Master. The pieces chosen were Thomas Anderton's "Wreck of the Hesperus" and Mendelssohn's "Loreley." The rendering of the last was considered to be the finest performance the societies had ever achieved. The results of the ambulance classes this year have been very gratifying, and practice in life-saving has now begun for the summer. The addition recently of a Philatelic Society has brought the number of school societies up to about a dozen.

An excellent summary of Manchester University news, as well as a

University.

paper by Prof. Schuster, appears in the first number of the new *University Review*, which has just been issued. Miss Dodd's name appears on the list of those selected to receive the honorary degree of M.A., the other three being the Bursar, the Registrar, and the Women's Tutor, Miss E. C. Wilson. Under the special ordinance of last July also, no less than sixteen of the professors have proceeded to honorary degrees in Arts, Science, Commerce, and Divinity. The Professor of Architecture has just succeeded to the captaincy of the Manchester University Volunteer Company. A University Appointments Register has been established and placed under the charge of the Extension Secretary. Dr. Ludwig Mond has presented £500 for the extension of the Chemical Laboratories. Dr. F. V. Darbishire, Demonstrator in Chemistry, has been appointed Assistant Lecturer in Chemistry at the Agricultural College at Wye. An engraved portrait of Manuel Garcia has been presented to the Medical School. The first Adamson Memorial Lecture will be given on June 2 by Prof. James Ward, of Cambridge. The University sports are fixed for June 3. It is proposed that in future years March 12 shall be set aside for the celebration of the memory of John Owens, the founder of the Owens College.

While, as indicated last month, the Students' Representative

Hulme Hall.

Council is testing the feeling of the Undergraduates as to the question of a Hall of Residence, definite steps have been taken by the Governors of Hulme Hall towards erecting a new building. Hulme Hall was founded in 1881, and Mr. J. H. Hopkinson, son of the Vice-Chancellor, has recently succeeded Prof. England as Warden. The Governors have already purchased, at a cost of over £4,000, an excellent site, and it is estimated that £17,000 will be required in addition. Of this part is already promised. It is hoped that it may be possible to open a portion of the new buildings by October twelvemonths. The plan is to include a quadrangle with cloisters, but all students' rooms will face south over the Hall Playing Field.

At the sitting of the annual conference of the Independent Labour Party in Manchester a resolution (proposed by the Woolwich Branch) urging "the adoption of legislative measures for the provision of free meals for school-children where necessary," was carried. A second resolution, to the effect "that the conference declares its support of State maintenance of all school-children" was ruled out of order.

A very important report on the physique of Salford school-children

Physique.

has just been presented to the Salford Education Committee by their medical officer. The report finds serious fault with the schools in the matter of cleanliness (this especially in the non-provided schools), ventilation, and overcrowding. In connexion with the latter point attention is drawn to the amount of school space taken up by infants. Out of 40,000 children one-tenth are under five, and the medical officer points out that the aggregation of these children in the schools at an age when they are most susceptible to infectious disease appears to be responsible for a large portion of the mortality from zymotic disease. The report contains some interesting comparisons between selected districts. Thus the boys in one district which possesses a larger playing-field are at thirteen years of age $2\frac{1}{2}$ inches taller and 13 lb. heavier than the boys in a congested district with little open ground. The general testimony of the report is to the effect that physique varies inversely as the density of population. Cases of short sight appear to be on the increase, and an effort is being made in the direction of providing cheap spectacles. The general health is reported to be, on the whole, good, though a large number of the children are found to be suffering from rickets, and the report is not silent as to the effect of malnutrition and improper feeding in producing the

children classed as defective. In a valuable criticism of this report, Canon Hicks, who has spent many years living among and studying this very district, questions the wisdom of removing from the parent the responsibility of feeding his children, and points out the hopelessness of attempting by this means to cure evils which are due almost entirely to the abundant facilities in these very districts for obtaining alcoholic liquors.

It is some relief to turn from this subject to record the opening for the second summer of the country school for town children at Mobberley, in Cheshire. To this school, which has accommodation for eighty children, and

for the use of which five acres of land have been leased for a five years' experiment—children will be drafted in batches for spells of a fortnight or more at a time, the course of instruction including not only Nature lessons, but educational visits to the surrounding farms. It is not intended to run the school as a charitable institution (the children's payments at present cover about half the cost of maintenance) but it is anticipated that when the experiment has been fairly tried the Education Committee will take action in the matter. During the Whitsuntide holidays the special schools are to take advantage of the country school.

At the monthly meeting of the Manchester Education Committee a resolution was carried instructing the Elementary Education Committee to inquire into the possibility of increasing the number of playgrounds for the older children in the schools. The Salford Education Committee, at their meeting, appointed delegates (on the invitation of the West Ham Authority) to attend a discussion in London on the education rate.

At the meeting of the Lancashire Education Committee, the regulations recently framed for the giving of religious instruction in the Council schools were adopted.

Religious Instruction.

The adoption was moved by Mr. A. G. C. Harvey, who spoke warmly of the confidence which the Committee reposed in the teachers in this matter. The wording of the regulations is singularly careful. They provide that every school shall open in the morning, and close in the afternoon, with prayers and a hymn, at which teachers are to be present; and the hymn-book chosen is the one now in use in the Liverpool Council Schools.

The membership of the Manchester and District Branch of the Classical Association is steadily increasing, and may before long reach two hundred. Prof. Ridgeway, of Cambridge, delivered an address on May 11 on "The Origin of Greek Tragedy," and afterwards visited, in company with members of the Association, the scene of the recent excavations at the Roman fort at Melandra, undertaken by the Excavation Committee of the Branch. Since that date the excavations have been inspected by Dr. Haverfield, of Oxford, who afterwards lectured to the Classical and Historical Societies of the University on "The Roman Occupation of Derbyshire." The Association is shortly to have an address from Prof. Butcher. It is intended that the excavation work undertaken by the Branch shall be spread over a period of five years at least, and every opportunity is being given to the schools of the neighbourhood to make use of these valuable illustrations of history teaching.

BIRMINGHAM.

On Sunday, May 13, an interesting University ceremony took place in Birmingham. Ever since the foundation of the University the undergraduates have taken a conspicuous part not only in the general life, but in the actual working of the University. The original Charter evidently contemplated this, for by virtue of its enactments the Guild of Undergraduates have permanent representatives on the Court of Governors, and these representatives have not been slow to make their voice heard in all matters in which the interests of undergraduates have been most peculiarly concerned. And in another way the Guild has succeeded in making itself a conspicuous object in the public eye. It has adopted the policy of electing annually as its Warden some man who has earned high distinction in science or letters, one to whom the world is ready to listen. The annual address of the Warden to the Guild of Undergraduates has therefore become one of the regular academic events in the life of Birmingham. In 1903 the Wardenship was held by Lord Avebury, and he was selected also by the undergraduates to represent them on the Court of Governors. Last year Sir Robert Ball, in his address as Warden carried the undergraduates in imagination to the remotest ages and the remotest spaces. And it was to hear the Earl of Halsbury (Lord Chancellor), the Guild's new Warden, that the Guild met on May 13. He had a distinguished audience, for, besides the students and teaching staff of the University, and the Chancellor of the University, Mr. Chamberlain, the first Warden of the Guild, Lord Avebury was present to greet his successor, the Chancellor of the Exchequer to show the welcome interest now taken by the Treasury in higher education, and Mr. Haldane to show that no possible change of Government will diminish that interest. Lord Halsbury's speech was warmly welcomed, and may be read in the current newspapers. Perhaps the most striking and definite point which will

interest the readers of *The Journal of Education* was the reference to the study of Greek. Lord Halsbury, this year, holds the Presidency of the Classical Association, whose sympathetic and broad-minded work has been so helpful during the last year or two in educational circles. And in that capacity he felt himself entitled to protest against the present Birmingham arrangement, whereby the two great studies of Greek and Latin are laid upon the shoulders of one Professor. He called upon his "constituents"—the undergraduates—to clamour for a more adequate recognition of the language of Homer, and the meeting, in spite of its preponderance of medical, engineering, and commercial students, seemed to respond to his appeal.

Three important head masterships in this district have been recently vacant. Mr. J. H. Hichens, Head Master of Wolverhampton Grammar School, has been appointed to the newly constituted King Edward VII. Grammar School at Sheffield; Mr. R. Deakin has resigned his post at Stourbridge; and Mr. S. R. Hart, Head Master of Handsworth Grammar School, has gone to Rugby as Head of the Lower School there. At the moment of writing only the last of the three vacancies has been filled, viz., by the appointment of Mr. C. Clendon, Head Master of the school at Dolgelly.

WALES.

Welsh educational circles have been startled and grieved by the

An Amazing Altercation.

publication of a remarkable correspondence which has passed between the Warden of the Guild of Graduates and the Vice-Chancellor of the University of Wales. It appears that Principal Griffiths formed a provisional committee to arrange a presentation to Sir Isambard Owen on the occasion of his marriage, and did not ask Sir Marchant Williams to join it. Why the Vice-Chancellor ignored the Warden and other officers of so essential a part of the University as the Guild of Graduates is a mystery which cannot be explained by the average sensual man, and it certainly would appear that they have reason to complain. Sir Marchant Williams protested vigorously on the ground that the publication of the list would "directly or indirectly lead people to believe that he had lost his respect and regard for the Senior Deputy Chancellor," and refused to accept an explanation from Principal Griffiths that he was acting in his private capacity, closing his letter with the following remarkable outburst:—"At a very interesting public function last night you declared (quoting the words of a well known County Court judge) that you will be satisfied with the following inscription on your tombstone:—'He was an infernal fool, but he did his best.' Now, speaking for myself, I have but little patience with fools, especially when they do their best. I can tolerate them only when they do *not* do their best, for then I feel grateful to them for sparing me the painful consequences of their possible activities. I am not disposed to dispute your right to choose your own epitaph; but, if you expect me and others to suffer you gladly, you must not often treat us to your best performances." Touchstone declared that the degrees of replies were the Retort courteous, the Quip modest, the Reply churlish, the Reproof valiant, the Countercheck quarrelsome, the Lie with circumstance, and the Lie direct. The Warden's reply was certainly not the Retort courteous, nor the Quip modest.

The meeting of the Court of the University of Wales held at Newport on May 18 was lively, and the want of taste shown by one or two speakers made it at times somewhat painful. Sir Isambard Owen was un-

The University Court.

animously elected Senior Deputy Chancellor, there being no other nomination, and Lord Kenyon was chosen as Junior Deputy Chancellor in succession to Dr. R. D. Roberts. The chief business was the consideration of a special report of the standing Executive Committee on the administration of the University. That Committee recommended that the present Registrar, Mr. Ivor James, be pensioned, that an Academic Registrar be appointed at a salary of £600, with an assistant at £200, to do the great bulk of the routine work now divided between the offices of the Registrar, Vice-Chancellor, and Senior Deputy Chancellor. The adoption of this scheme would reduce the Vice-Chancellor's work to very reasonable proportions and do away with the posts of Vice-Chancellor's Secretary and Academic Assistant. The Vice-Chancellor's honorarium would be reduced from £250 to £150, with an allowance of £25 for clerical assistance, and the total increase in the cost of working the suggested scheme would be £330. Sir Marchant Williams, in a speech which was notable for the number of absolute contradictions on matters of fact which it elicited and the ridiculous prophecy that, if the proposed changes were adopted, there would be a University established at Cardiff in less than five years, denounced the scheme as "trumpery" and moved the postponement of it until a thorough inquiry was made into the whole of the working of the University. In the debate that followed, frequent references were made to the alternative reform scheme which it was understood that Sir Marchant Williams had prepared. Ultimately it was decided to postpone the consideration of the report to a special meeting to be held in Shrewsbury on June 9, Sir Marchant Williams undertaking to formulate his scheme in time for discussion at that meeting.

It is understood that the Warden of the Guild of Graduates wants the appointment of a Rector or Director as working head of the University. It is difficult to imagine what duties other than those proposed to be performed by the Academic Registrar could be undertaken by a Rector, unless the charter and constitution of the University are radically altered, and a larger grant is obtained from the Treasury, which is very unlikely. The probability is that the report of the standing Executive Committee will be adopted by a considerable majority in June. Many of the members of the Court who went to Newport in a hostile spirit were convinced that no other scheme is practicable, and were displeased with the methods adopted by the opponents of the suggested changes.

A committee was appointed to consider whether any steps can be taken to bring the University and the professional and business life of the Principality into closer touch. The Senate reported against the inclusion of geography as a Matriculation subject. It was resolved to confer honorary degrees on Lord Tredegar, Lord Kenda, Sir John Williams, Prof. Henry Jones, and Mr. Gwenogfryn Evans.

The half-yearly meeting of the Central Welsh Board held at Cardiff on May 19 was very well attended, and there were no signs of approaching dissolution. Mr. A. C. Humphreys-Owen, M.P., was re-elected Chairman, and Prof. Anwyl Vice-Chairman. It was announced, greatly to the relief of the members, that the Chairman, whose health has by no means been satisfactory of late, was on the way to recovery, and tributes were paid to the admirable work which he has undoubtedly done in connexion with the development of secondary education in Wales. The Executive Committee, in their report, referred to the question of the adaptation of county schools for the training of pupil-teachers, and after a debate, in which the desirability of a continuous year's instruction, followed by a continuous year's practice in teaching, was emphasized, a Committee was appointed to approach the Board of Education with the object of recurring modifications in the pupil-teacher regulations, and the Executive Committee were instructed to consider the desirability of holding a second conference on the whole question. It was reported that the adverse balance of £1,040 existing at the beginning of the last financial year, has now been reduced to £346, and that the county schools had earned £10,238 in science grants for the year 1903-4 as compared with £8,847 in the year before.

The schedules for 1905-6 were adopted, the only important modification being the inclusion of Welsh composition as an alternative to English composition. Mr. Mansel Franklen declared that Glamorgan intended to proceed with a pension scheme whether the other counties joined or not, and it was resolved to ask the other County Education Authorities to give the Central Board scheme their closest and most immediate attention. A casual remark by Lady Verney at the meeting had a curious sequel. Referring to the admirable methods of teaching French which she had observed at Welsh county schools, she said that she was surprised to find Welsh taught through English in one school she visited. No one thought it worth while to explain that there was no doubt that Welsh, when included in the curriculum of county schools, was taught on modern lines. On the strength of Lady Verney's remark, the *Western Mail*, a South Wales daily which combines, as is very frequently the case in Wales, an interest in education with ignorance of the work done in the schools, declared that in the county schools the work in Welsh "is done in the most slipshod manner," and that the majority of these institutions "are little better than isolated alien garrisons in the midst of an unsympathetic population." Prodigious!

After the Default Act, the deluge—that was the prophecy largely believed some time ago. There has certainly been a deluge of talk, but so far nothing else of a cataclysmal nature has happened. A conference has been held at Bala, and a campaign committee has been formed, which is said to be making arrangements for withdrawing nonconformist children from Church schools, opening emergency schools, and generally harassing the enemy, but so far nothing has actually been done, except that the Carmarthenshire Education Committee has given notice of dismissal to all its teachers. The threatened revolt of the Glamorgan teachers against their Education Committee has been averted by the withdrawal of the obnoxious regulations for reconsideration.

IRELAND.

At the meeting of the Synod of the Protestant Episcopal Church in May attention was drawn to the inequality from which Irish primary education suffers in regard to public grants. This matter is generally taken up by the Nationalist members of Parliament, and hence is often regarded as an artificially manufactured Irish grievance, more due to Nationalist fervour and exaggeration than to any foundation in fact. Perhaps the figures and strong arguments put forward by the most sober, loyal, and Unionist body of men in Ireland will do something to show that the grievance is real. They lay down that Ireland has this year received £382,500 less than her share for primary education.

With about the same population, Scotland receives £1,822,000; Ireland £1,400,000. Per unit of the population, Scotland receives 8s. 1d., England 7s. 9d., and Ireland 6s. 3d. This inequality is even increased this year. Instead of allowing the equivalent grant to go to primary education to redress the grievance, the Government have retained the greater portion of it, and expended the rest for other purposes. Even in the amount of the grant the same injustice obtains. The grant for England has gone up from £1,400,000 to £2,432,000, and for Scotland from £212,000 to £223,000, but that for Ireland remains at £185,000. This sort of treatment is constantly being used towards Ireland. The grants for technical education furnish another glaring example. Yet people wonder that Ireland is not a contented country!

The subject of giving the Episcopal Church authorities some control over the instruction given to the clergy in the Divinity School was again brought forward. The Synod and Trinity College. At present they have no control whatever, except that they can refuse to accept men whom they disapprove. The Committee appointed by the last General Synod had obtained an interview between three of their members and three members of the Board of Trinity College. The deputation asked for three concessions—(1) That in the appointment of professors in the Divinity School only members of the Board of T.C.D. who are members of the Church of Ireland should make the appointment, a Junior Fellow taking the place of any Senior Fellow so disqualified. The Board met this by a refusal, alleging—probably correctly—"statutable difficulties." (2) That the names of candidates for Divinity Professorships should be submitted to the two Archbishops. This also failed, as the Board was equally divided upon it. (3) That in any changes proposed in the courses in the Divinity School the opinion of the Archbishops should be asked. The Board agreed to this proposal, with, however, the proviso that the Board's decision should in all such cases be final.

These results were regarded as so unsatisfactory that it was proposed at the Synod that negotiations with the Board should be broken off, and that the Church should apply to Government for provision for a Divinity School. In debate, however, wiser counsels prevailed. It was pointed out that the matter is not immediately pressing, and that to approach Government in the present state of the Irish University question would be either useless or perhaps disastrous. Hence matters still remain open for further negotiations.

At the Commencements on April 29 about ninety ladies holding Oxford and Cambridge certificates took *ad eundem* degrees from Dublin University. About the same number on previous occasions had taken degrees. The Board have been attacked in the *Times* and the *Athenaeum* for granting such degrees, and been charged with a mere desire to make money by doing so. The Provost has replied that they are only giving to women what they have always given to Cambridge and Oxford men holding the same educational qualifications. The position of the Board, however, is scarcely logical, for after 1906 they will cease to give the *ad eundem* degree to women, on the grounds that they can then, if they wish for the Dublin degree, go through Trinity College instead of Oxford or Cambridge. But they grant the *ad eundem* degree to all Oxford and Cambridge men at all times. They gave a luncheon to the ladies taking degrees, many of whom are prominent and distinguished women.

This was held on the same day, and was attended by very large numbers. Mrs. Bryant, D.Sc., D.Lit., Miss Clifford, of Bristol, and Miss Soulsby were among those giving addresses, and accounts were given of the work undertaken by the various branches of the Guild.

The Board of Trinity College have appointed Mr. E. P. Culverwell, F.T.C.D., Professor of Education in their new department for the training of secondary teachers for their diplomas. Mr. Culverwell has devoted himself to the study of education, and has already lectured to large audiences in Trinity College. He will be assisted by a teacher on practical methods. It is understood that the Board of Trinity College have formed a joint scheme in regard to training with Alexandra College, which also will open a training department in September. Students from Trinity College can attend courses in training in Alexandra College, and students in the latter college the lectures given in Trinity College, while mutual arrangements have been come to in regard to the fees of the students. A mistress of method will be appointed in Alexandra College, and facilities for practising and criticism lessons will be given by several schools.

In Queen's College, Cork, training will also be begun. Miss Martin, Head Mistress of the High School for Girls, Cork, has been appointed Lecturer on the side of Method and Organization in Education, and for the History of Education Mr. McSweeney, while Prof. Stokes will undertake Mental and Moral Science.

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Father Finlay, in the current number of the *New Ireland Review* expounds his scheme for immediately providing **Irish University Question.** University teaching for Roman Catholics. He advocates Catholics at home and abroad subscribing funds to furnish an income of £10,000 a year to found a national University College under the Royal University. It would be governed (1) by a Board of six trustees and visitors, two of whom would be Bishops who would manage the financial side, and act as a court of appeal and final decision in all matters, and (2) an Academic Council composed of six representatives of the professors and teachers, with whom would rest the appointment of professors and the arrangements of the teaching and curriculum. From the funds subscribed a large number of free scholarships would be provided. The present buildings of University College (of which the Bishops are trustees) would be used, and the fifteen Fellows of the Royal University, who teach there at present, retained. In fact, the scheme would be a University College endowed, enlarged, put under a democratic form of government, and thrown open fully to women students. Father Finlay believes that to such an institution the English Government could not eventually refuse a grant.

SCHOOLS.

BEDFORD GRAMMAR SCHOOL.—The entrance exhibitions have fallen to E. H. Copeman, G. L. Ritchie, K. S. Kinross, C. O. St. J. Sanderson, H. C. B. Wemyss, and C. M. G. Ogilvie, and Head Master's nominations to the boarding houses at reduced fees have been offered to J. S. Hannah, T. A. Bear, N. L. Bunbury, E. B. Wheeler, and R. B. Bivar. At Cambridge, J. C. Wordsworth, of Trinity College, has been elected to the Second Bell (University) Scholarship. The school has had a visit from the Inspectors of the Board of Education. For five days Mr. W. C. Fletcher and his assistants remained with us, visiting class-rooms and making themselves acquainted with the general life of the school. The usual athletic competitions between the different "houses" into which the town is divided took place at the end of the Lent term. House steeplechases, flat races, corps competition, fives matches, and fairs have all been keenly contested. This has been a record year for gymnastics. The school not only won the medals for fencing with foils and sabres at Aldershot, but also carried off the silver shield for gymnastics, for which thirty-seven schools competed. The successful representatives of the school were R. Bernard (foils), F. Watson (sabres), and H. F. Pearson and R. G. Bacon (gymnastics). In boxing S. Atkinson won his way into the semi-finals among the feather-weights. The school cadet corps has had the honour of being inspected by Lord Methuen. The School Chapel Fund now stands at £5,000.

BRAMLEY, ST. CATHERINE'S SCHOOL.—In the Associated Board of the R.A.M. and R.C.M. Local Centre Examination, held in April, five pupils from this school passed the Advanced Grade, and two the Intermediate Grade. Of twenty pupils entered for the Local School Examination, held in March, five passed in the Higher Division, one obtaining Distinction; seven passed in the Lower Division, one with Distinction; and in the Elementary Division seven passed, three with Distinction.

CHELTONHAM LADIES' COLLEGE.—The jubilee celebration took place on May 13, when a new science wing, recently erected at a cost of £18,000, was opened by the Marquis of Londonderry. After a service in the chapel, at which the Bishop of Bristol delivered an address, the marble bust of Miss Beale, exhibited in last year's Academy and presented to her by friends and pupils, was handed over by the Dean of Durham as her gift to the college. The afternoon meeting was attended by the Mayor and Town Council in state. There were present the Provost of Queen's College, Oxford; Miss Maitland, of Somerville College; Miss Jones, of Girton College; Mrs. Bryant; and some twenty head mistresses, all former pupils of Miss Beale.

CLIFTON COLLEGE.—The following prize-winners have been announced:—Greek Prose, C. W. Dixon; Greek Iambics, W. S. Ebdon. Mr. H. R. Harper, who has for many years been head of the Preparatory School, is retiring this term in order to take up farming in Canada.

ETON SCHOOL.—The Newcastle Scholarship was secured by Shaw-Stewart, K.S., who has still two or three years more at Eton; Knox, K.S., who won the first Balliol Scholarship this year, was medallist. An Oppidan, Morris, was third. Since last December, the following distinctions have been won by present members of the school:—At Oxford, classical scholarships at Balliol (for the third year in succession) and Corpus, an exhibition at Trinity, a history exhibition at Merton, and a mathematical exhibition at Balliol. At Cambridge three classical scholarships and one mathematical and one history scholarship were awarded at King's. Horner secured the Public School Gold Medal presented by the Royal Asiatic Society for an essay upon Ranjit Singh. Mr. Lyttelton, the Head Master-elect, has recently been paying a visit to Eton. Mr. Alcock and Mr. White-Thomson are giving up their house at the end of this half; Mr. Wells and Mr. Ramsay will succeed to houses.

PARKSTONE, DORSET, SANDECOTE'S SCHOOL.—London Matriculation: E. O. Morley passed January 1905. Royal Drawing Society: The work of M. Voelcker, M. Jones, and D. Elverson was commended at the Exhibition, April, 1905. Associated Board of R.C.M. and R.A.M.: B. Fisher and L. Somerset passed the Advanced Grade of the Local Centre Examinations, L. Somerset gaining a Special Certificate, while D. Gem, B. Greville, E. Hodge, M. Howell, and M. Wheatley passed the Intermediate Grade. Of the Local School Examinations M. Barker, M. Jones, S. Lowry, and E. Wright passed the Lower Division, and A. Attwood, D. Miller, and E. van Goethem the Elementary.

RUGBY SCHOOL.—The following prize-winners have just been announced:—King's Medal for English Essay, S. D. Schloss; Latin Lyrics, R. W. Macfarlane-Grieve; Greek Prose, E. G. Bucknill; Greek Iambics, A. S. F. Gow; Latin Prose, E. G. Bucknill; English Poem, R. C. Brooke; Latin Hexameters, A. S. F. Gow; Mathematics, T. B. W. Bishop; French, A. L. Hoyle; German, G. A. Vesey-Fitzgerald; Physics, E. J. White.

WINCHESTER COLLEGE.—The Singing Competition at the end of last term was won by College East. Dr. Allen, of New College, Oxford, kindly acted as judge. A cup has been given by Mr. Felix Schuster to encourage this branch of music. The Sixteen Club have been discussing "The Huguenots." The Debating Society decided in favour of capital punishment by 30 to 3, and against the idea of a "yellow peril" in the East by 26 to 9. The English Essay has been awarded to L. W. Hunter, the Greek Verse to D. D. Denniston. G. H. L. Mallory has won a sizarship at Magdalene, Cambridge, and A. P. Edgcombe an exhibition at the same College. The Shakspeare Society has successfully tried the experiment of reading "Hamlet" without cuts in two sittings. The local paper has interested itself of late with the discovery that there were two Williams of Wykeham, the less known of whom was Rector of Irstead in Norfolk. His will was proved at Norwich, March 8, 1376-7. The founder of Winchester College died in 1404.

PRIZE COMPETITIONS.

The Translation Prize for May is awarded to "A.M."

The Extra Prize for May is divided between "J.C.F." and "Young April."

The winner of the April Prize for Literary Puzzles is G. E. Dartnell, Esq., Abbotsfield, Salisbury.

Two winners of the April Translation Prize are Leopold Goldschild, Esq., 81 Caversham Road, N.W., and Bernhard Teutwart Althaus, Esq., 10 Mont le Grand, Exeter.

Horch, Marthe, draussen pocht es; geh, lass den Mann herein,
Es wird ein armer Pilger, der sich verirrt, sein!—

"Grüss Gott, du schmucker Krieger! nimm Platz an unserm Tisch;
Das Brod ist weiss und locker, der Trank ist hell und frisch!"

"Es ist nicht Trank, noch Speise, wonach es Noth mir thut,
Doch, so ihr seid Huns Euler, so will ich euer Blut!
Wisst ihr, vor Monden hab' ich euch noch als Feind bedroht:
Dort hatt' ich einen Bruder, den Bruder schlugt ihr todt.

Und als er rang am Boden, da schwur ich es ihm gleich,
Dass ich ihn rächen wollte, früh oder spät, an euch!"
"Und hab' ich ihn erschlagen, so war's im rechten Streit,
Und kommt ihr, ihn zu rächen—wohlan, ich bin bereit!

Doch nicht im Hause kämpf' ich, nicht zwischen Thür und Wand:
Im Angesichte dessen, wofür ich stritt und stand.
Den Säbel—Marthe, weinst du?—womit ich ihn erschlug,
Und sollt' ich nimmer kommen—Tyrol ist gross genug!"

Sie gehen mit einander den nahen Fels hinan;
Sein gülden Thor hat eben der Morgen aufgethan;—
Der Hans voran, der Fremde recht rüstig hinterdrein,
Und höher steht mit Beiden der liebe Sonnenschein.

Nun stehn sie an der Spitze,—da liegt die Alpenwelt,
Die wunderbare, grosse, vor ihnen aufgehellt;
Gesunk'ne Nebel zeigen der Thäler reiche Lust,
Mit Hütten in den Armen, die Heerden an der Brust.

Dazwischen Riesenbäche, darunter Kluft an Kluft,
Daneben Wälderkrönen, darüber freie Luft;
Und sichtbar nicht, doch fühlbar, von Gottes Ruh' umkreist,
In Hütten und in Herzen der alten Treue Geist.

Das sehn die Beiden droben, dem Fremden sinkt die Hand,
Hans aber zeigt hinunter auf's liebe Vaterland:
"Für das hab' ich gefochten, dein Bruder hat's bedroht;
Für das hab' ich gestritten, für das schlug ich ihn todt."

Der Fremde sieht hinunter, sieht Hansen in's Gesicht,
Er will den Arm erheben, den Arm erhebt er nicht :
"Und hast du ihn erschlagen, so war's im rechten Streite,
Und willst du mir verzeihen, komm, Hans, ich bin bereit !"

By "A.M."

Hark, Martha, some one knocking! Go, let him in; it may
Belike be some poor traveller who will have lost his way!—
"God greet you, bonny soldier!—sit down and share our board:
The bread is white, well-risen—drink sparkles fresh outpoured."

"I am not wanting drink, here; I am not wanting food;
But, if you are Hans Euler, then I will have your blood!
Know that for months I've sought you, still sought you as a foe:
I had a brother yonder, the brother you struck low."

"When in his pangs he lay there and writhed for parting breath,
I swore that, sooner or later, on you I'd wreak his death!"—

"And, if indeed I slew him, we fought in warfare true;
And, come you to avenge him, I'm ready here for you!"

"But in my home I fight not, with door and wall fenced round,
In face of all I fought for, the day I stood my ground.
My sabre—weeping, Martha?—whereby he took his fall!
And, if I come not back—our great Tyrol's worth all!"

So forth they go together to rocky heights hard by,
Just as the Morn has opened his golden gate on high;—
Hans first, the stranger following, keen not to be outdone,
And with them both steal higher dear glories of the sun.

Now have they climbed the summit, and there, beneath their sight,
Wondrous and vast, the Alp-world lies radiant in the light;
And, bosomed in the valleys, sweet valleys rich and green,
Unveiled of mist, the flocks there, and poor men's huts, are seen.

Between flash giant streamlets, beneath lie chasins bare,
Beside them crowning forests, above them the free air;
And, though unseen, yet felt there, with God's own rest girt round,
The Spirit, faithful ever, in huts and hearts is found.

All this they both behold there—down sinks the stranger's hand,
But Hans just points below there to the dear Fatherland;

"For this I fought; thy brother paid toll for this," he said;

"For this, for this I struggled, for this I struck him dead."

The stranger gazed a moment, looked Hans full in the face,
He meant to lift his arm there, his arm had better grace;
"And, if you slew him fighting, it was in warfare true,
And, if you will forgive me, come, Hans, I am ready too!"

By the PRIZE EDITOR.

Hist, Martha, some one's knocking. Go, let him in, I pray;
Belike 'tis some poor pilgrim who has wandered from the way.—
"God 'ild thee, gallant soldier, come in and share our cheer;
Our bread is white and dainty and the drink is fresh and clear."

"I neither thirst nor hunger, need not your drink nor food,
But, if thou beest Hans Euler, I come to have thy blood!
Dost know, for thee, Hans Euler, long months in wait I've lain?
I once had here a brother: that brother thou hast slain."

"As here he writhed in anguish I watched his latest breath,
And swore that late or early I would avenge his death."

"And, if I slew thy brother, he fell in equal fray,
And, if thou com'st for vengeance, I'll meet thee too this day."

"But not within this house for which I strove, to keep it free;
This sacred hearth, this home of peace, such feud shall never see.—
My sword wherewith I slew him!—Why, Martha, weepest thou?
If I should ne'er come back again, Tyrol has men enow."

So forth they passed together and clomb the neighbouring slope,
As in the east the morning her golden gates 'gan ope;
Hans led the way; behind him the stranger grimly strode,
And ever the boon sunlight shone brighter on their road.

Now on the height they stand; like a giant scroll unfurled,
Far as the eye could see, lay the sunlit Alpine world;
Beneath are fruitful valleys half hid in golden haze:
In their arms the *châlets* nestle, on their breast the cattle graze.

Gorge upon gorge beneath with forest on forest crowned,
Betwixt the thundering torrents, the liberal air around;
While above hearts and homes, like the outspread wings of a dove,
Brooded the peace of heaven, the spirit of brotherly love.

Such was the scene. Both gazed, and the stranger dropped his hand;
Downward pointed the other, "Lo, there is our fatherland!"

I was its friend at need, thy brother its traitor foe;
That was the feud betwixt us, and therefore I laid him low."

(Continued on page 412.)

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The stranger gazed on the scene and on Hans's face he gazed.
Still as in act to strike he stood ; yet no hand was raised.
"And, if my brother thou slewest, he fell in equal fray.
Hans, thy pardon I crave ; wilt thou pardon me, Hans, to-day ?"

We classify the 51 versions received as follows :—

First Class.—Megan, J.M.A., Hasta, Nardac, A.M., Grace, E.H.O.
Second Class.—Clarissa, Crutty, Chota Pagul, Otilie, Pechvogel, E.A.M., C.H.B., E.S., Dudevant, M.V.W., Orange, Bildad the Shubite, Mudge, Dido, Mignonne, Fortune le veut, Andreas, "O-Well," Nellie Gray.

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Fifth Class.—Duono, A.O., C.A.D., Nelly, Varistas, Gombert, U.S., Feristas, Salve, Novice, Pat, Volta, M.A.R.

The German ballad was easy, and most of it went straight into English with slight modifications necessitated by the rime. The danger was one that even Wordsworth did not always avoid—allowing natural simplicity and directness to lapse into prose and commonplace. Thus, in the first stanza, "dapper soldier," "well-risen bread," "beer" for *Trank* were false notes. So, too, in a First Class version, "I swore as sure as fate," "Vor Monden" was strangely misrendered by several "at Monden." The prize version has hardly caught the force of "Tyrol ist gross genug!"—"is great enough to do without me!" "Not eating now or drinking will do me any good" accounts for one Fifth Class.

"Donibane" has sent us a duplicate of her version of the German lyric set in February. We regret that the first version was overlooked, or went astray. It would have gained a first class.

MISSING RIMES.

1. And yet, as angels in some brighter dreams
Call to the soul when man doth sleep,
So some strange thoughts transcend our wonted themes
And into glory peep.
(From "Friends in Paradise," H. Vaughan.)
2. Sound, sound the clarion, fill the fife ;
To all the sensual world proclaim,
One crowded hour of glorious life
Is worth an age without a name.
(Motto, anon., to chapter xxxiv. of "Old Mortality," Scott.)
3. Cruel, but composed and bland,
Dumb, inscrutable, and grand,
So Tiberius might have sat,
Had Tiberius been a cat.
(From "Poor Matthias," M. Arnold.)
4. True histories of last year's ghost,
Lines to a ringlet or a tarban,
And trifles for the *Morning Post*,
And nothings for Sylvanus Urban.
(From "The Vicar," Winthrop M. Praed.)
5. Art thou a Statist in the ran
Of public conflicts trained and bred ?
First learn to love one living man ;
Then may'st thou think upon the dead.
(From "A Poet's Epitaph," Wordsworth.)
6. Yon bird is strong to fly :
How straight the balanced pinions sweep
Twin scimitars, that carve the cloudy group,
Or, rigid as a die,
Print their sad cypher on the polished sky.
(("A Fragment," T. E. Brown.)
7. Where all desires are dead or cold
As is the mould.
(From "His Winding-Sheet," Herrick.)
8. No graven images may be
Worshipped except the currency.
(From "The Latest Decalogue," A. H. Clough.)
9. Yet thy true lovers more admire by far
Thy naked beauties ; give me a cigar !
(("The Island," Canto II., stanza xix., Byron.)
10. Then gently scan thy brother man,
Still gentler sister woman ;
Though they may gang a kennin' wrang,
To step aside is human.
(("Address to the Unco Guild," Burns.)

(Continued on page 414.)

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A Prize of Two Guineas is offered for the best translation of the following passage from H. Taine:—

Si vous longez la mer du Nord depuis l'Escaut jusqu'au Jutland, vous apercevrez d'abord que le trait marquant du pays est le manque de pente; marécages, landes et bas-fonds: les fleuves péniblement se traînent, enflés et inertes, avec de longues ondulations noires; leur eau extravasée suinte à travers la rive, et répareit au delà en flaques dormantes. En Hollande, le sol n'est qu'une boue qui fond; à peine si la terre surnage çà et là par une croûte de limon mince et frêle, alluvion du fleuve que le fleuve semble prêt à noyer. Au-dessus planent les lourds nuages, nourris par les exhalations éternelles. Ils tournent lentement leurs ventres violacés, noircissent, et tout d'un coup fondent en averse; la vapeur, semblable aux fumées d'une chaudière, rampe incessamment sur l'horizon. Ainsi arrosées, les plantes pullulent; à l'angle du Jutland et du continent, dans un sol gras, limoneux, "la verdure est aussi fraîche qu'en Angleterre." Des forêts immenses couvrent la contrée jusqu'au delà du onzième siècle. C'est ici la sève du pays humide, grossière et puissante, qui coule dans l'homme comme dans les plantes, et par la respiration, la nourriture, les sensations et les habitudes, fait ses aptitudes et son corps.

Cette terre ainsi faite à un ennemi, la mer. La Hollande ne subsiste que par ses digues. En 1654, celles du Jutland se rompirent, et quinze mille habitants furent engloutis. Il faut voir la houle du nord clapoter au niveau du sol, blafarde et méchante; l'énorme mer jaunâtre arrive d'un élan sur la petite bande de côte plate qui ne semble pas capable de lui résister un seul instant; le vent hurle et beugle, les muettes crient; les pauvres petits navires s'enfuient à tire-d'aile, penchés, presque renversés, et tâchant de trouver un asile dans la bouche du fleuve, qui semble aussi hostile que la mer. Triste vie et précaire, comme devant une bête de proie.

An Extra Prize of One Guinea is offered for the following exercise:—To put into good English these defective sentences, with notes on the errors or defects:—

1. I have no doubt that, where the population is sparse, the intermediate school is the best place to give preliminary instruction before a young person becomes a pupil-teacher—before they reach the age of sixteen. All these things can best be solved by the practical desires of the Local Authority, having regard to the sparsity or the density of its population.

(Lord Stanley of Alderley at Welsh National Conference.)

2. The occurrence, it was said at the banquet, was a thing unprecedented in the history of Scotland. We have no doubt of it, and we trust it will always remain so.

(Times.)

Mme. Rénan, the Veuve Rénan, as she signs herself, like most bourgeois of her day would do.

(Pilot.)

3. I was averse to him going to school that day, having apparently caught a chill.

(Law Report.)

4. We may add that they [wheaten biscuits] supply the phosphate of lime necessary to the growth of teeth in an agreeable and abundant form.

(Medical Times.)

5. There are seven MS. of this Latin translation of the "Chronicon of Eusebius" in the Vatican Library, and neither of them contain anything of the kind.

(Rock.)

6. The Earl of Falmouth and Mr. Coventry were rivals who should have the most interest in the Duke, who loved the Earl best, but thought the other the wiser man, who supported Pen, who disbelieved all the courtiers, even against the Earl, who contemned Pen.

("Lord Clarendon's Life.")

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These School and Teachers' Advertisements are continued from page 413.

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REVIEWS AND MINOR NOTICES.

Aspects of Social Evolution: Temperaments. By J. LIONEL TAYLER. With ten Illustrations. (Smith, Elder.)

We understand that this book—full as it is of matter and significance—is only the first instalment of a sociological work extending to three volumes, which will build up, on a basis of applied evolutionary science, a complete Utopian ideal for the guidance of social reformers. If the whole is as good as the part now before us, the book will be of great service. In regard to the essential principles of social ethics Mr. Tayler is in general practical agreement with the modern school of Christian Socialists. He insists again and again, with great lucidity and definiteness of intention and illustration, that the “individual gain is never to be permitted at the social loss” and “the right of the one must at times be over-ridden to prevent the many suffering, and the one ought to be willing to sacrifice in some degree *minor* individual advantages to the major social ends looming forth on the horizon. If any one is not willing to sacrifice so much *for the common good*, he should be compelled.” He is righteously indignant against the meanness and callousness of those who would restrict wages to the minimum necessary to the maintenance of bare life. And he is intolerant of the injustice of public opinion, which recognizes degeneration in the lower social strata as a disqualification for the discharge of high human functions, while it condones the corresponding unworthiness of the “scum at the top” of society.

The refuse of social activity exists in the upper- as well as the lower-most layer of civilization, and floats to the top as frequently as it tends to sink. In every trade, in every profession, the loafer abounds, and is characterized not by marks of poverty, but by lack of purpose, generally by inefficiency, and almost invariably by moral imbecility, as well as criminal disregard of social well-being.

Mr. Tayler also recognizes how many of the evils of our present social state are the consequence of the separation of classes and the opposition of the more superficial class-interests, which has been brought about automatically by the tendency to over-specialization inherent in all advanced and complicated civilizations. Here, too, he is entirely with the Christian Socialists. Where he differs from them is in ignoring all religious authority and Divine sanction for his appeal to the world to right these wrongs. He asks the individual to make sacrifices for the good of the community, he insists that the strong shall show consideration for the weak, and he talks of displacing a gross and unintelligent element from the position of influence and power, in order that the affairs of the race may be satisfactorily conducted by a carefully selected minority of types and temperaments whose survival and increase are more desirable. But, failing some higher authority than the will of this refined minority, one does not see how the coarse majority is to be persuaded to submit to its usurpation of directing power. This question does not, however, affect the solid value of Mr. Tayler's book. It only touches the probabilities of its influence in certain quarters. Mr. Tayler will not convince the cynical agnostic that the world can be regenerated by an unselfish application of the principle of race-selection, because the cynical agnostic does not want to regenerate the world. And it is possible that the absence of any recognition of “a power of the angels” on the side of the evolutionary argument may prejudice some sections of the believing world against the book.

On the other hand, there is a section of the believing world—notably that which has produced the Christian Social Union—which is neither so narrow nor so indifferent as Mr. Tayler has apparently found all clergymen and most Christians, and to them the line of action recommended by Mr. Tayler will certainly commend itself, and his scientific arguments will be welcome as reinforcing the intuitions of faith. The book may be fairly described as an effectual answer to that stupid and stultifying reading of the law of “the survival of the fittest” which overlooks the fact that “fitness to survive” means only superior ability to live in actual surroundings. It insists on the duty of those individuals of higher type who have been evolved in the course of centuries to add their conscious action to the unconscious working of natural law, in order that an ever-increasing number of individuals of the higher types may not only be produced, but have a fair chance of surviving. To this end it is necessary that we should deliberately cultivate the kind of environments in which the finer—which are often also

the more delicate—types can live healthily and happily, guarding ourselves against the common mistake of expecting the new and higher mental types our progressive race is tentatively producing to acclimatize themselves in conditions favourable only to the support of very coarse or primitive types. It is our business to select the best types, moral and spiritual as well as physical and intellectual, and then *make* the conditions necessary for their continuance. Natural selection expounded and applied in this way becomes a very stringent moral commandment capable of being added on, with good results, to the Decalogue of the Churches, if, indeed, it may not be said to be already included in the Christian law. The scientific side of the plea for social selection as a regenerative force is worked out in very full and instructive detail. For instance, a very helpful light is thrown upon the neurotic temperament as a family inheritance by the distinction drawn between two kinds of types which are often confounded together under the common designation of “degenerate,” for no better reason than that both are liable to tubercular and to mental diseases.

If we keep in mind that the finer types are likely to be the more delicate ones, we shall recognize the possibility of “a healthy nervous type,” side by side with an “unhealthy neurotic diathesis,” and we shall distinguish the one from the other by the very plain outward marks, and take care not to turn the promise of genius into the symptoms of disease by compelling a valuable and exceedingly delicate organism to struggle for existence in surroundings that are sure to be fatal to it. This part of Mr. Tayler's book ought to be especially useful to parents and schoolmasters. But it has its lesson also for the social reformer:—

Too much value is placed on social position. As a whole, the poorer classes are, in the main, not only less cultured but less capable of culture, largely, I believe, because, in their surroundings, those capable, by their higher organization, of mental life are, on account of a necessarily more delicate, *but not unhealthy*, physical type, killed off by tubercular diseases, the result of overcrowding and underfeeding, educational cram, and occupational hardships. But, while it is true that this labouring section is, on the average, inferior to the middle-class thinking portion, there are yet a sufficient number of exceptions to justify much easier access to the higher walks of life than now exist. It must also be remembered that, just as the lower sections are, on account of the retarding action of adversity, more intelligent and capable of realizing higher feelings than they seem, so the sum portion is always less cultured than it would have the main body of the nation believe because of its great advantages. The appearance of great learning is often obtained by a smattering in many branches of knowledge.

Passages like this throw a real light on points of great importance, and should be helpful to individuals in dealing with individuals. But it is not altogether easy to see how we are to carry out the next point of Mr. Tayler's counsel:

The primitive type must be displaced in all our public positions, and this can only be done by studying the means of *discovering* the naturally strong citizen, and giving him or her the fullest opportunity of self or State realization of powers which will expand by use or atrophy by idleness.

Ten illustrations showing distinct “types” add much to the interest of the chapters. And the book is altogether to be welcomed as a real contribution to the sum of physiological knowledge capable of application to the practical problems of life by the ordinary man and woman of open mind.

The Mythology of the British Islands. By CHARLES SQUIRE. (Price 12s. 6d. net. Blackie.)

Though Mr. Squire's professions are very modest, his volume will prove extremely serviceable to such as do not claim to be Celtic scholars, but, nevertheless, take interest in the “Celtic Renaissance,” or, at any rate, in mythological studies, whether for their own sake or for their bearings upon English poetry and romance. He calls it “an introduction to Celtic myth, legend, poetry, and romance.” There is something yet to be said on the application of the term “Celtic.” There are scholars, we believe, who deny that it is properly applicable in the current sense. But as “the inhabitants of our islands previous to the Roman invasion are generally described as Celts,” there need be no mistake as to scope of Mr. Squire's work. True, he finds in Britain an Iberian (Mediterranean, Berber, Basque, Silurian, or Euskarian) race before the coming of the Celts—a race that partly stood independent of the Celts when

they did come, partly amalgamated with them, and is still the predominant type in many western parts both of Great Britain and of Ireland; but he is not concerned to rescue them from their subordinate position or to give them distinct treatment: even Druidism, which (if we mistake not) Prof. Rhys assigns to the Iberians, Mr. Squire appropriates to his Celts. The Celts came in two batches—Goidels or Gaels and Brythons or Britons. So Mr. Squire deals with the Gaels of Ireland, Scotland, and the Isle of Man, and with the Britons of England and Wales. Still, he will not ignore a legend, though it may not be established as pure Celtic. The work is mythologically comprehensive. It practically forms a handbook to the whole literature of the subject—elucidatory, clear, compact, most interesting, and most opportune.

After brief preliminary chapters on the interest and importance of Celtic mythology (which is, naturally, not underrated), the sources of information, the racial characters of the "Ancient Britons," and the nature of their religion (Druidism), Mr. Squire treats in separate sections "The Gaelic Gods and their Stories" and "The British Gods and their Stories," concluding with a sketch of survivals of the Celtic paganism into modern times. The Gaelic Pantheon is the more complete and distinct. Mr. Squire tells of two divine dynasties anterior to the gods of the Gaels—the race of Partholon and the race of Nemed. He describes the greater Gaelic deities, their struggle with the Fir-Bolgs (Iberians)—duplicated with their struggle with the Fomors (gods of the Iberians)—the rise of Lugh the Sun-god, an episode of complications styled "The Gaelic Argonauts," and the Götterdämmerung, when the gods are conquered by the mortals, some of them going into exile, the rest becoming the "people of the hills." The chapter on "The Irish Iliad"—a rather strained designation—exhibits the marvellous feats of Cuchulainn, the greatest champion of the cycle of the Red Branch of Ulster, whom Mr. Alfred Nutt calls "the Irish Achilles" and Prof. Rhys would regard as a Heracles of the Gaels. Not less heroic than the mighty men of Ulster were Finn and his Fenians, and the stories of their exploits are similarly romantic, wild, and fantastic, as indicated by Macpherson's "Ossian." Whether "the mythical stories of the Celts must have created the chivalrous romances of mediæval Europe" or not, the examples of love-stories exhibit very fine traits.

The descriptions and the stories of the British gods have survived in a less ample and compact form, and they "have suffered far more from the sophistications of the euhemerist." It is mainly in the "Four Branches of the Mabinogi" that the gods of the Britons appear in the true supernatural character; elsewhere they usually masquerade in strange disguises. "The original Arthur stands upon the same ground as Cuchulainn and Finn: his deeds are mythical, because superhuman; his companions can be shown to be divine." "The fame of Arthur the Emperor blended with that of Arthur the god; so that it became conterminous with the area" of "Brythonic settlement in Great Britain." The whole of the Arthurian legend, indeed, is treated amply and luminously; so that the second part of the work is even more interesting than the first. The notices of survivals of Celtic paganism are extremely curious and all too brief. A select bibliography is appended.

Sexti Propertii Opera Omnia. With a Commentary. By H. E. BUTLER. (Price 8s. 6d. net. Constable.)

It is an agreeable change for a reviewer, after sitting in judgment on countless school editions of Vergil, Horace, and Ovid in parts, good, bad, and indifferent, but none with any pretence of originality, to be presented with a new commentary on the most obscure of Latin poets. We thank Mr. Butler for reviving our memories of Propertius and for making more than one dark passage plain; and he will not take it as an empty compliment if we say that, with so much that is admirable, we can but employ the inadequate space at our disposal in pointing out some omissions.

The introduction is somewhat meagre and disappointing. The bare facts as to the life, the dates of the poems, the existing MSS. are clearly given, and so far there is little scope for originality; but the genius of Propertius cannot be summed up in a page. "While his average level is scarcely higher than that of Tibullus and infinitely lower than that of Ovid, he reaches heights—on rare occasions—to which neither of those poets ever approached." Such is Mr. Butler's summing up,

and it seems to us to do bare justice to the poet. Of Propertius it may truly be said: "Remittuntur ei peccata multa, quoniam dilexit multum." He and Catullus alone among Roman poets felt, and make us feel that they felt, the true passion of love; and beside them Horace appears an elegant trifler, Ovid a cold-blooded rake, and Tibullus a philandering swain. That Cynthia was a gay lady, old enough, possibly, to have been the poet's mother, fond, like all her class, of jewels and finery, and exacting from her lover a constancy which she did not reciprocate, only heightens for us the tragic pathos of the story. The poet knows his infatuation; he knows that he is worshipping a brazen image; and yet, with his eyes open, he avows that for him life is not worth living without the love of Cynthia—

Tu mihi sola domus, tu Cynthia, sola parentes,
Omnia tu nostrae tempora laetitiae.

Even if she prove false to him, the only threat that he can bring himself to utter is that his verse shall make her a byword for fickleness. And yet Propertius is not the mere slave of sensual passion. The Cornelia Elegy shows us what he might have been had the course of love run smooth.

In the text Mr. Butler leans to the conservative side. Few scholars would now go so far as Rothstein and maintain that we have, in all essentials, the text as Propertius left it; but, on the other hand, there seems to us no possible justification for treating the elegies like a kaleidoscope, to be turned about and about till the pattern suits the editor's fancy.

The prosody of Propertius is despatched by Mr. Butler in a brief, and not very satisfactory, note. His analysis of the long endings to the pentameter does not agree with ours. For Book III. he gives six four-syllable endings; we make it nine of four syllables, one of five, and one of three. The many other differences from the Ovidian elegiac are not touched upon.

The notes are a model of exegesis: no difficulty is shirked, and there is no padding. Perhaps some of the alternative interpretations that are rejected might have been omitted, and in their place we should have welcomed some references to imitations in modern poets. Thus we have no doubt that Tennyson's famous tribute to Vergil was inspired by Propertius. We give, for what they are worth, one or two stray suggestions.

In ii. 7. 2 we cannot believe that *flemus* is a contraction for *flevimus*; "diu flemus" (= "nous pleurons depuis longtemps") gives the force of a perfect. In i. 3. 46,

Ille fuit lacrimis ultima cura meis,

"this was the last sorrow for my tears" = "this was the end of my tears and trouble." In iv. 8. 64, 88,

Escendit; noto solvimus arma toro,

is nearer to "respondi, et" than any of the proposed emendations and seems to us better to fit the context. In iv. 11. 8, the accepted emendation *locos* seems to us singularly weak, and, in spite of Mr. Butler's arguments, we believe that *rogos* should be retained. "The gate of Hell bars the shadowy pyre" is not more strained than certain other tropes of Propertius. If to him "ghost" and "ashes" are one, it is a small step to confound, or rather blend, the ideas of "shadow" and "pyre": and, if this is granted, it is natural to say that the ghost who has passed Hell's gate can never rise from its ashes.

School Teaching and School Reform. By Sir OLIVER LODGE. (Williams & Norgate.)

This is a course of four lectures delivered by the Principal of the University of Birmingham to teachers in training. In the preface Sir Oliver modestly disclaims any special knowledge of pedagogics and writes as an interested onlooker who necessarily regards the matter from a University, rather than a school, point of view.

The book bears the marks of its origin: it is unmethodical and discursive; it abounds in digressions and offers half solutions of half a hundred problems. "There are two burning questions in the air at the present time concerning English schools. One is as to the curriculum; the other is as to the method." The introductory sentence strikes the keynote; but the student who drank in every word and used the prescribed notebook (9 in. by 7 in.), in the manner prescribed by the lecturer, would hardly find himself better prepared at the end to answer the regulation questions in the Diploma Examination: "Draw up a time-table for a middle-class school," &c.; "What

method would you pursue in the first stages of chemistry teaching?"

The title is likely to raise false expectations, and we have therefore deemed this warning necessary. We hasten to add that the lectures are, what all lectures should be, suggestive, stimulating, at times provocative.

The many wise utterances—on day schools *v.* boarding schools, on internal *v.* external examinations, on the heuristic method, on learning by rote, on the fallacy of thoroughness, on leisure—readers must discover for themselves. We will here discuss only one or two of the many moot points raised. Sir Oliver is strong on the necessity of training for teachers of junior classes: "a sixth form teacher feels no need of training." Some of us who have suffered many things in our youth from untrained Senior Classics and Wranglers will think this a dangerous doctrine. One inference that Sir Oliver cannot have contemplated will certainly be drawn—that head masters need no training.

"The user of one language can have no full conception either of language or literature." Agreed; but the *dictum*, if unqualified, might be urged in favour of Matthew Arnold's proposal to teach Latin to the sixth standard. It seems to us rather needful, under present circumstances, to insist that Sophocles and Plato had, if not a full, at least an adequate, conception both of language and of literature.

We do not think that Sir Oliver has advanced matters by the amplification of his *dictum* that every study that is entered upon should be carried to a useful stage. He gives, as an example, the five "useful stages" in the study of Greek. We need only quote the second: "when an inscription or a motto can be puzzled out by the help of *Liddell and Scott*." Such a test affords no help in fixing the curriculum, and very little in determining the methods to be pursued. With the general advice to teachers to forge ahead we heartily agree.

In treating of boarding-school problems Sir Oliver seems to us most at a disadvantage from inadequate knowledge at first hand. On fagging and bullying he evidently writes from school-boy memories, and is unaware of the sweeping reforms that have since taken place. The system of boarding houses, it is true, still calls for reform—for instance, it seems to us monstrous that the head master of a great school like Harrow should keep a boarding house; but the suggestion that house masters and teachers should be differentiated is not a happy one. It is mainly by teaching that a master gets in touch with his pupils, and to have "a genius for the work of keeping a juvenile hotel" is only one, and that not the most important, of the qualifications for a house master.

We had noted other points for discussion—Euclid as a textbook, the skilled artisan as a manual instructor, &c.; but we have reached our limit.

May we add one or two minute criticisms? It is hardly respectful to speak of the late distinguished Public Orator as "a Mr. Clark of Cambridge," or to couple Paderewski and the pianola. The defence of spiritualism is a purple patch. What is the meaning of "passing beneath the Caudine Fork"?

Bartholomew Sastrow. Translated by ALBERT D. VANDAM. (Price 3s. 6d. net. Constable.)

There is something uncanny about opening for review a volume lettered on the back with the familiar name of Albert D. Vandam, since he has been dead for more than eighteen months. And for what purpose does the voice from the grave speak? Is it, we ask ourselves, to set us another puzzle like that notable mystification of "An Englishman in Paris" by which the town was perplexed some thirteen years ago? Our fear proves to be vain. "Bartholomew Sastrow," the autobiography of a Stralsund burgomaster in the sixteenth century, is not even a posthumous work; still less is it a posthumous bewilderment. It appeared originally in 1902, and so before Mr. Vandam's death; but it now confronts us with all the charm of a new title-page. The same performer speaks, bedizened, however, with a bit of fresh ribbon. We need hardly say that the qualities of the book are as they were. It contains pictures that will be valuable to the student of German society in the age of Luther. Its frank confidences make a more direct and impressive appeal to the mind than do the formal narratives and reasonings of a text-book; but, from various causes, it is suitable rather for adult than for young readers. Since it has real merits, the translator and Mr. Herbert A. L. Fisher,

Fellow of New College, Oxford, who prefixes a bright introduction, did well to make it known, or better known, in England.

If, putting the book in another aspect, we consider it from the point of view of scholarship, we find that the merits of which we have spoken are strictly circumscribed. The higher criticism, if there be a higher criticism in reference to work of this kind, might browse on these pages destructively. Why, the higher critic might, for example, inquire, does a German burgomaster talk in this wise: "This Gaspard Duitz . . . had exercised commerce on a large scale at Antwerp"? Gaspard is, of course, our old friend Caspar or Kaspar, or our friend old Kaspar, in a French form. And "exercised commerce"? Now we have it. "Ce Gaspard Duitz avait pratiqué le grand négoce à Anvers." The translation was made from French, and not from German. But the higher criticism is out of place. We will simply set down the facts quite briefly for the benefit of those who have not leisure to investigate them. "Bartholomäi Sastrowen Herkommen, Geburt und Lauff seines gantzen Lebens" was edited from the manuscript by Mohnike in 1823. Since then at least one German modernization has appeared, with the text cut down and trimmed for popular use. In 1886 M. Edouard Fick made a French book of the same sort, and that was what Mr. Vandam translated. An idle man could amuse himself for hours with tracing the effects of this indirect derivation upon the language. Let us take an instance at random: "Im Aus- und Einreiten fiel der Schnee Enkels hoch." "As we rode out and back the snow fell ankle-deep," is the meaning. M. Fick puts it: "La neige, en revanche, couvert de gros flocons le cortège, à l'aller comme au retour." "The snow powdered our procession with large flakes, both on coming and on going," says Mr. Vandam. Observe how the ankles have gone and the flakes come in. It is like the whispered proverbs with which, in the round-table game, we seek to wring a jest out of imperfect hearing. Yet, after all, we do get from the book the main facts of the story, truly told. And, if the translator worked from the tongue that he knew best, he had precedents of the finest quality to support him. Was not that classic book, "Plutarch's Lives," done by Sir Thomas North from the French of Amyot? Do not all writers on Byzantine history accuse each other, with much justice, of using the Latin cribs to the authorities? And we have ourselves seen translations from the Greek by eminent hands, which, whatever they were made from, were not made from the Greek. Perhaps it would have been better to state plainly that "Bartholomew Sastrow" was rendered from the French. But the sacred cloak of death may fitly hide the sins of a too eager as well as those of more heinous offenders. Happily some day an English scholar busied with the sixteenth century will labour more faithfully at the old burgomaster. For the present, those who cannot read German must be satisfied with having the gist and marrow of him as here accessible.

"Twelve English Statesmen."—*Chatham.* By FREDERIC HARRISON. (Price 2s. 6d. Macmillan.)

All must regret that Mr. John Morley, whose admirable "Walpole" in this series we commended at the time of its appearance, found himself unable, by reason of his numerous engagements, to carry on his study of Georgian politics in a second volume. Mr. Frederic Harrison has gallantly stepped into the breach and given us a racy and readable monograph; though we miss the political insight and sanity of judgment of one no less famous as a statesman than as an author.

To Chatham as an orator Mr. Harrison has done ample justice, and the copious extracts from his speeches are well chosen. We miss, however, the just qualification of Macaulay that Chatham was great as a rhetorician rather than as a debater, and, in our judgment, the vilification of Burke in comparison is uncalled for and unjust. He agrees with Macaulay in regarding Chatham as the founder of our colonial Empire, and, following closely in the steps of Captain Mahan, he emphasizes the fact, which is hardly noticed by Macaulay, that the growth of the Empire depended wholly on the predominance of England as a sea-power. Here, however, and not here only, we note a defect which mars our enjoyment of the volume. History may, as Prof. Seeley told us, be politics in the making—it is that and something more—but the writer who views the past through the distorting medium of present politics is not an historian, but a pamphleteer. Mr. Harrison, as all readers

of the *Positivist Review* are aware, holds very pronounced views on the present Government, and we honour him for expressing them so freely; but a Life of Chatham is not the place to enter his protest against aggressive Imperialism, the unholy alliance of Imperialism and Protection, the persecution to which pro-Boers were subjected, Chinese labour, the "oily evasions" and the week-ends of modern Ministers. Mr. Morley, an equally strong politician, is never guilty of such anachronisms. Once and again these modern touches are not only misplaced, but meaningless. What is the meaning of the remark that, among the books recommended by Pitt to his nephew, "there is nothing about Brunck or Schützius or German erudition," "not a word about original research in the Record Office or the British Museum"?

There is a good deal in Mr. Harrison's style that reminds us of Macaulay—the short sentences, the antithesis, and the allusiveness. Not every reader will recognize at a glance "the most obsequious of his biographers" and "the great-grandson of Chatham's colleague and successor." There is too much careless writing for which Macaulay affords no parallel. We read on the same page that there is no evidence that Chatham "possessed any serious learning or natural gift for literature" and that his letters "give us the picture of a noble mind well read in the best authors," that Chatham had a "complete and generous education" as defined by Milton. This is almost a contradiction in terms. Again, there are annoying repetitions: "It is possible that the combination of Pitt, Burke, Conway, and the blameless Rockingham might have made an efficient Government in time, if Pitt had been allowed to lead"; and on the same page, "It is possible that a powerful and stable Government might have been ultimately formed by a loyal combination of Pitt, Rockingham, Shelburne, Grafton, Conway, and Burke—always assuming the quiescence of George III. and of gout." The English, too, is not always immaculate: "Such fear and shame that made them objects of pity"; "disaffection and riot was breaking out"; "the Pitt diamond is preserved in the State jewels of France." "The idea of William Pitt having ever been influenced," &c., is a questionable construction which recurs several times. Is Carlyle or Mr. Harrison responsible for the superfluous negative in "It is impossible but that a London-born man should not be a stunted one"?

"Lippincott Educational Series."—*The Educational Theory of Immanuel Kant*. Translated and edited by EDWARD FRANKLIN BUCHNER, Ph.D.

Kant's treatise on Education is little known among educationists—probably on account of its want of system and continuity. It consists merely of lecture notes that the reader must expand and often interpret, for himself. They are, however, so suggestive and weighty, so stamped with Kant's peculiar character and mode of thought, that they well deserve to be treated as texts for expansion and study.

In this edition we have a very good English rendering, in which Voght's numbering of the sections is wisely retained, marginations being added—also an advantage. The notes are perhaps too voluminous, and the same may be said of the introduction. They tend to distract rather than to help the reader. The author does all that can be done to elucidate Kant's thoughts on education, and does it well, but it might have occupied fewer pages, and much fewer notes. Dr. Buchner has added extracts from Kant's other writings that bear at all on pedagogy. This has not been done before; so that we have here for the first time in English all that Kant has left us of his views on education.

There are singularly few traces of Kant's special philosophy in the treatise. The notes have little reference to intellectual training; still less to any definite school curriculum. They revolve round one subject, one supreme interest—the formation of character—the evolution of the will in its highest and noblest form, and the gradual building up of right habits. In short, they deal with ethical education mainly; hence there is a connexion with the "*Kritik of Practical Reason*." There is none with the other two *Kritiken*. Here we find again that splendid moral strength and heroic purity from every lower admixture which makes Kant's "*Kritik of Practical Reason*" one of the loftiest and most bracing books ever written. In these short aphoristic notes there glows the same ethical passion for the noblest conduct and for human freedom, the

same conviction of the invincible strength that every man possesses to use if he will.

Thus, characteristically, he says nothing about emotions or special motives as agents in ethical development. The child is to be trained gradually to habits of implicit obedience to duty, to reverence for the great intuitive maxims, and for himself; to a lofty sense of his own strength and of the ideal he shall freely aim at. Besides this tonic value in the book, almost all the *dicta* show a sagacity and acuteness which compensate for the limitations which were as characteristic of Kant's mind as his powers.

Schiller after a Century. By JOHN G. ROBERTSON.
(Price 2s. 6d. net. Blackwood.)

Schiller's centenary found but a faint echo in England, and the ordinary educated Englishman would be unable even now to tell the day of his death. Yet the same fortune has awaited Schiller's poetry that Horace predicted for his own, and the schoolboy who could not name the authors of "*Faust*" and the "*Buch der Lieder*" is pretty certain if he has advanced beyond the beggarly elements of German to have read "*Wilhelm Tell*" and learnt by heart "*Ritter Toggenburg*."

It is well, then, that this schoolboy, or at least his teacher, should have a clear conception of Schiller's position in the literature not only of Germany but of Europe, of the relation in which he stands not only to Lessing and Goethe, to Grillparzer and Hauptmann, but also to Greek tragedy, to Shakespeare, and to the French classicists. This is the task that Prof. Robertson has essayed and successfully performed. The monograph shows the same powers of broad generalization and forcible presentation that we noticed in his handbook of German literature. It is based on a course of lectures given to King's College students, but Prof. Robertson has eschewed the too common practice on which we have more than once animadverted of shunting lectures on the public. The full notes at the end furnish incidentally an invaluable bibliography of Schiller criticism, and the student at each point can check or supplement the author's conclusions. These conclusions, which seem to us in the main sound, we cannot even state, much less discuss. One point we may notice as bearing directly on the school-room. The false Schiller, the poet of nationalism and the prophet of liberty, was, according to our author, the creation of the German schoolmaster in 1859, and it is the schoolman of to-day, with his *borné* conservatism, who, by "falsome and unreal biographies of the poet" and moralizing school editions of the plays, maintains this national idol and turns out year by year from the *Gymnasia* a race of "Schiller haters."

It is as a dramatist and a thinker that Schiller is treated in this volume, and we cannot but regret that a chapter was not devoted to the technique of the poetry, and in particular to the ballads, which in England at least are more popular than the plays.

The Principles of Heredity. By G. ARCHDALL REID.
(Price 12s. 6d. net. Chapman & Hall.)

This volume, which is a sequel to "*The Present Evolution of Man*," is addressed mainly to medical men, but a large portion of it is of direct interest to educators, and the last three chapters are devoted to practical applications of the author's doctrines—religious and scholastic teaching and hygiene. However, there is little that is not within the comprehension of the lay reader, and the broad generalizations are vigorously stated without any needless technicalities. To sum up in a sentence, the first principle of heredity, according to Dr. Reid, every individual follows, with variations in the developmental footsteps of his forbears, and, consequently, recapitulates more or less perfectly in his own development the life history of the race; when the later stages are omitted, we have an instance of reversion or regression. We cannot attempt even to summarize the arguments by which Dr. Reid reaches these conclusions. We must be content to say that they seem to us conclusive, and that, if we accept them, we shall have to alter many time-honoured maxims on education and social reform. The chapter on Scholastic Teaching is the most sketchy in the book, and the author seems to us from sound principles to have deduced some very questionable conclusions, or, at any rate, conclusions that need careful definition and limitation before we can safely act on them. That heredity has established its

claim to form a distinct branch in the training of medical men most would admit, with the corollary that the accepted curriculum might be lightened by discarding much memory work now required; but we should be very sorry to see heredity linked with logic and botany as a matriculation subject. Again, "the two methods of intellectual training advocated at the present day, the scientific and the classical," are pitted against one another and are pronounced alternative, because "the classical method, if pursued with any thoroughness, makes too great a demand on the available time." It is further pointed out that the so-called classical method is not that of the ancient Greeks and Romans, who knew no language but their own, but that of mediæval monasticism. But the author gives us no hint as to when this bifurcation should begin: only from his subsequent censure on public schools we gather that it must be at an early age. We hold, on the contrary, that up to the age of sixteen or seventeen the two factors must be combined, and that the introduction of "classical" used *in malam partem* prejudices the real point at issue. Under which category are we to put the study of the native tongue and literature, of history, and of art? Do not these subjects encourage mental activity and develop the reflective powers that are starved and atrophied by our present routine, even more than a study of chemistry or physics?

"English Men of Letters."—*Jeremy Taylor*. By EDMUND GOSSE. (7½ × 5 in., pp. xi, 234; price 2s. net. Macmillan.)

This book is one of the best and pleasantest of the excellent series to which it belongs, and which contains so many books which are good and pleasant. It must have been no easy task for Mr. Gosse to gather, sift, and correct the materials for his life of *Jeremy Taylor*—at any rate for certain parts of it. Details for certain periods were far from abundant; and of the details hitherto accepted as true many have proved on further examination to be little better than conjectures or at times the merest fables. Mr. Gosse has done his work with care, discretion, and skill; and it is unlikely that we shall ever have any complete or more satisfactory biography of this size than the one before us. But, after all, we do not, for the most part, read the volumes of this series for their biographical portions, but rather for their literary appreciations; and in this matter Mr. Gosse is quite at home and writes with all his accustomed insight, sound judgment, and power of skilful expression. We entirely agree with his view that "Holy Living," "high as its devotional value is, cannot be regarded as one of its author's principal contributions to literature." As he points out, it is written too much from the outside and in general terms. It is too indiscriminating and exacting, and its powers of thought are not of a very high order. We rejoice that he endorses Bishop Heber's view with regard to "Auxiliary Beauty," and says that he little cares who may have written it, "provided it does not pass for Taylor's"; though there are certain matters relating to Taylor's connexion with it concerning which it is difficult to decide. We have no space here to give the grounds for his opinion, but shall restrict ourselves to stating that they are clearly and convincingly given. We cannot, however, deny ourselves the pleasure of quoting what Mr. Gosse says about the "Discourse of Friendship." "Sometimes . . . *Jeremy Taylor* faintly repels us by an excess of sanctity. He seems a little too seraphic for human nature's needs. He was a firm and jealous guide of souls. But 'A Discourse of Friendship' survives to assure us of his geniality, his acceptance of the social requirements of the creature, and of his own participation in the unselfish joys of life. Here he is neither mystical, nor sacerdotal. Here he confesses to the weakness which longs for comfort, to the depression of spirits which finds a cure in friendly sympathy, to the attraction which rests on no logical basis but is an instinct. . . . The other writings of *Jeremy Taylor* supply us with ample reason to admire him; the 'Discourse' gives us authority to love him." This is well and gracefully said, and is typical of the style in which the book is written. It has been a great pleasure to read it. There is one small matter which, we think, might well be set right in the next edition: on page 55, "sole begetter" should be "onlie begetter"; and it would be well not to lose sight, in the following sentences, of the fact that the "Mr. W. H." of the dedication was the friend of the publisher "T. T." (Thomas Thorpe), not of the author, as Mr. Sidney Lee has shown; that "W. H." probably = William Hall, (possibly, though not probably, William Holmes); and that "begetter" most probably = "getter," "procurer." The matter is a very small one; but it is worth while to get it right.

Observation Lessons on Plant Life: a Guide to the Teacher. By Mrs. BEVERLEY USSHER and DOROTHY JEBB. (Newmann.)

Nature study, the latest boom in the educational mart, would have been received with more general and sincere favour if all its advocates had shown themselves as practical and reasonable as the authors of this work. Here is nothing to raise the suspicion that the new educational elixir is simply a new device for frittering away the precious hours of

school life and for arousing an interest unrelated to the formal training of the mind and likely to result, in many cases, in dissipating the primitive delight in natural things. These lessons are designed, not to dole out information, but to set the class thinking; they attempt to impart the fundamental notions of botany and the habit of analysis which this subject creates. The course is intended to last for two years from the first week of March to the second week in December in the following year. Two hours a week is the time which it is suggested should be devoted to Nature study for young children. In the first hour a kind of botanical object-lesson is described; and for the second hour a drawing lesson related to the previous lesson. This art work is carefully worked out, and treated with considerable originality—e.g., Ruskin's suggestion for paper-cutting work (in "Proserpina") is described. The botanical subject-matter begins with "Buds and Scars," "From Twig to Tree," "Space and Light as governing Form," leading to the elementary study of fruits and vegetables, and finishing the first year's course with a few notes on natural selection. The second year's course is similar, but perhaps a little more advanced. The descriptions are terse, interesting, and not too technical, and the book is provided throughout with good illustrations. Teachers of young children would do well, we believe, to give the course a trial. It has a high intrinsic merit, and as introduction to the more formal study of botany it should prove most valuable.

Digest of the Law of Evidence. By the late Sir JAMES STEPHEN, Bart. Sixth Edition, by Sir HERBERT STEPHEN, Bart., and HARRY LUSHINGTON STEPHEN. (Macmillan.)

It is now five years since the last edition of this excellent digest appeared. The name of the late Mr. Justice Stephen is a sufficient guarantee of its excellence, and the work has been well carried on by his sons, the joint authors of this edition. No statute affecting the general law of evidence has been passed since the fifth edition made its appearance, and consequently the number of new cases cited are not numerous; but some important cases on the question as to when evidence of character in criminal cases is deemed to be relevant and when not—for example, see "*Chornock v. Merchant*" (1900), 1 Q.B. 474, and "*Rex v. Rouse*" (1903), K.B. (November 27). The book, of course, is primarily intended for Bar students, and is subdivided into articles in which no superfluous words are used. This is in theory good, but we have often noticed that law students seem to prefer a book more after the style of Wills "On Evidence," where more explanation is given and which is in a more discursive form. There is no doubt, however, that the scheme of the digest is thoroughly scientific in its character, and perhaps if so small a book is worthy of the notice of a practitioner, it will appeal more to the trained lawyer. However, the late Mr. Justice Stephen has clearly laid down in his Introduction what he considers to be the fountains of the law of evidence, and these have been reduced to a connected system of intelligible rules. Every definition, however, in law is dangerous, as there are as a rule so many exceptions. The book we have always considered to be a most interesting one, and we have only ventured to suggest that the beginner is apt to find it difficult.

Handbook to the Natural History of Cambridgeshire. Edited by J. E. MARR and A. E. SHIPLEY. (Cambridge: At the University Press.)

One of the most useful by-products of the annual meeting of the British Association is the Handbook to the district in which that gathering is held. In more than one instance the result has been to provide the centre with a guide to its natural history, and perhaps also to its antiquities, of far more than ephemeral interest. The book under review was prepared for the meeting of the Association which took place at Cambridge during the past summer, and, as indeed might be expected, when one considers the place from which it emanated, is an altogether admirable account of the natural history of a portion of England second to none in interest to the botanist and entomologist. The guide is now published in the ordinary manner, and must long remain the standard work on the flora and fauna of this part of England. An excellent geological map occupies a pocket in the cover.

"The Churchman's Bible."—*Isaiah xl.-lxvi*. (Vol. II.) Explained by W. E. BARNES, D.D. (Price 2s. net. Methuen.)

Dr. Barnes's contribution to the excellent series of volumes of popular exposition known as "The Churchman's Bible" forms a worthy addition to the little library. In the form of a continuous narrative, written in untechnical language, he expounds the second part of the Book of *Isaiah* in a thoroughly readable manner. The results of critical scholarship are presupposed throughout, and are applied skilfully in a constructive presentment of text and commentary, broken up into brief sections. The headings of these form a running analysis of the Book. The main body of the volume is preceded by a brief introduction dealing with the authorship (§ 1), the structure and contents (§ 2), the occasion (§ 3) of these chapters, the life and times of Cyrus (§ 4), and the teaching of *Isaiah xl.-lxvi*. (§ 5). One point among many of interest in the exposition may here be mentioned. The editor regards chapter liii. as referring to one of the prophetic writer's contemporaries. He proceeds; "If it be further asked whether this contemporary of the prophet can be identified and named, the answer

must be, No. Some writers have thought that a prince of the house of David is meant; others have thought of some teacher of the law, like Ezra, or prophet, like Jeremiah. But it is more probable that some representative of the princely class is meant, for the language used suits a priest better than a king or a scribe. But the priest is no ordinary priest. On the one hand, he sprinkles many nations with the blood of purification and 'justifies many'; on the other hand, his soul becomes a guilt-offering and he bears the iniquity of many. He is a priest who (whether consciously or unconsciously) offers his own submission under suffering to God, and is accepted. But his name is utterly lost; only his work remains." We could have wished that the textual problems had been handled more radically—but work of this kind falls outside the plan of the series. The whole forms a remarkably well balanced exposition of a constructive kind, exactly suited to meet the needs of the intelligent popular study of thoughtful laymen. For books of this kind there is, happily, a growing need.

- (1) Rivingtons' "Books of the Bible."—*St. Matthew*. Edited by the Rev. A. E. HILLARD, M.A. (Price 1s. 6d.) (2) Oxford and Cambridge Edition of "The Books of the Bible."—*The Gospel of St. Matthew*. By the Rev. F. MARSHALL, M.A. (Price 1s. net. Gill.)

Each year sees a large addition to the published number of "helps" in the shape of school text-books designed for class use and teaching purposes generally. It cannot be said, however, that the average quality of this kind of work shows (at present) any notable signs of advance, such as might legitimately be expected in view of the activity of Biblical scholarship (in both the Old and New Testament departments).

(1) Of the two volumes before us Mr. Hillard's is, on the whole, the more satisfactory. It contains a useful sketch of "Palestine in the time of Christ" (pages 6-15) and a "Synopsis of the Life of Christ" (pages 16-24). There are also some useful appendices ("The Use of the Old Testament in St. Matthew's Gospel," &c.). It is strange to find, however, that the Gospel as it stands is ascribed to St. Matthew (page 1). Not a hint is given that it is a composite work; yet this is one of the commonplaces of modern New Testament criticism! The "Synoptic question" is ignored. We are also told that "the Sadducees" or "Zaddikim" were "the Righteous"—i.e., those who believed that righteous conduct . . . was the first essential, while Mosaic ceremonies were not to be insisted upon, and that the law might well be adapted to the requirements of the age" (page 9). Wrong-headedness and inaccuracy combined could scarcely go further!

(2) Of Mr. Marshall's volume little need be said. It is garnished with several lists compiled for examination purposes, as well as some not altogether accurately drawn maps. Notes intended "chiefly for young students," however concise, ought at least not to be inaccurate or misleading. Yet on page xiv we are informed that Barabbas means "the son of shame," while on page 14 we are told that Gehennā was "the narrow valley to the S.W. of Jerusalem, through which the Gihon flows." How many of the "young students" for whom this work is intended will guess that the "Gihon" referred to is not the river of Paradise, but a spring ("the waters of Gihon") near Jerusalem, the identification of which is highly uncertain?

A Second Latin Course. By E. H. SCOTT and FRANK JONES. (Price 2s. 6d. Blackie.)

This course may be briefly described as the First Book of the Commentaries peptonized. The matter is given in three forms: first, simple sentences; then longer connected sentences; and lastly, the text itself with omissions. On this are founded grammar lessons, exercises, and oral drill. The whole has been carefully planned, and hangs together, and a pupil who has gone through the book should have passed the *pons asinorum*. The only objection we can take is that the subject-matter is not likely to interest him greatly, and we wish the author had chosen instead the invasion of Britain. Yet, after all, in spite of Dr. Field and Mr. Holmes, we hold that the language must be at this stage the first consideration, and for language teaching the course is admirable.

Famous Fighters of the Fleet. By EDWARD FRASER. (Price 6s. Macmillan.)

This book, dedicated to the "Jack Tars" of England, to whom "the lasses and the little ones look," is pronounced by the writer to be "something of an experiment, something of a new departure." Its aim is to justify continuity in the nomenclature of the ships in the nation's Navy. "The heroism of the old Navy lies evermore in the man-of-war names of the new Navy," says Mr. Fraser, and he is moved to wonder that newspaper writers should ask, in connexion with the "Formidable," "Who can feel any pride in a blustering adjective?" and should call on the Admiralty "to popularize the Navy by reforming the names of the ships." "Why this mania for adjectives and such futilities?" goes on the newspaper scribe. Mr. Fraser answers the question by giving the story of the various "Formidables," "Monmouths," "Royal Sovereigns," "Téméraires," and others that have ploughed the seas in defence of this island. The "blustering adjective" "Formidable" is a "trophy-name," for the first "Formidable" was taken from the French when "Hawke came swooping from the West" in November, 1759. It was the French flag-ship—a two-decker

of eighty guns, and the only one that the terrific storm allowed Hawke to bring off from Quiberon Bay. From that day the Navy has never been without a "Formidable," but the present magnificent vessel is very different from Hawke's trophy, and from "Formidable II.," the famous three-decker of ninety-eight guns, which was Rodney's flag-ship when he saved the West Indies, averted invasion of these islands, and destroyed the powerful French fleet commanded by De Grasse, off Guadaloupe, in 1770. The account of this famous exploit is given in detail and with great spirit, and is full of thrilling interest, as, indeed, is the whole book. Mr. Fraser begins with a full description of the "Monmouth" of to-day, a first-class "County" cruiser, having a displacement of nearly ten thousand tons. The enormous size of this splendid vessel is made clear by a rather amusing and original series of comparisons: e.g., if the "Monmouth" were stood on end in St. Paul's Cathedral her bows would project fifty feet above the cross on the dome. Were she placed beside the Clock Tower of Westminster, she would overlap the tower by half as high again; and so on. To speak of all the points of interest in the book, however, would be to quote it all. It should be read from cover to cover. There is a vivid account of the "Fighting Téméraire," and of how Turner came to paint his famous picture. The illustrations are good, and include portraits of the French as well as the English captains. There are some good diagrams, but a couple of maps of the areas of fighting would be an improvement. The book is well suited for a prize both for boys and girls. No story of adventure comes up to it in interest.

Lectures Scientifiques. A French Reader for Science Students. By W. G. HARTOG. (Rivingtons.)

The book has been compiled primarily for students preparing for a Science degree at the University of London. To read a scientific work in French or German is not an unreasonable requirement for such candidates, provided the range is limited to the special branches that they offer. It would be absurd, for instance, to set the chemist to construe a technical work on obstetrics, or to require of the botanist a knowledge of French technological terms in electro-magnetism. Mr. Hartog has wisely confined his extracts to Physics, Chemistry, Physiology, and Botany, but even with this limitation it would have been better to make two or more separate volumes. The extracts are well chosen, but the glossary hardly fulfils the promise of the preface. A good many technical words we fail to find, and, on the other hand, there are scores of words to be found in any French-English dictionary. "Gateau—cake" will not help the anatomist. A glossary, however complete, could not take the place of notes; and, though in literature we have often advocated the plain text, in science, where *παραρτήματα*, notes seem to us almost a necessity for full apprehension.

Anecdotes et Révits. A Reader for Elementary and Middle Forms. By W. G. HARTOG. (Price 2s. 6d. Rivingtons.)

This is intended to follow the "First Book of French Oral Teaching," by the same editor, which covers the first year. The extracts are well chosen, interesting in themselves, and well graduated. They are followed by oral and written practice—questions on the matter, grammar, and composition founded on the passage. The editor holds that these retranslation exercises should be reserved to a later stage. Here we venture to differ from him. Strike while the iron is hot. If they are first gone through orally in class, we see no reason why even at this stage they should not be written. The illustrations are excellent, and altogether it is an attractive little book.

Preface to First Greek Reader. By JOHN E. B. MAYOR. (Price 1s. net. Macmillan & Bowes.)

"As a man of peace, I drew the sting of this preface in later editions. As we are again in a state of war, I venture to reprint it."—So runs the advertisement. From the opposite camp we can welcome this "telum imbelles sine ictu" of our classical Priam. As far as we can see it has not the remotest bearing on the present controversy, and might more aptly be compared to the arrow of the young Iulus which vanished in a shower of scintillations. It starts soberly enough with some sound advice on the first stages of Greek teaching—a commendation of the intensive method, the need of repetition, the advantages of postponing syntax. There is only one point on which we disagree. Prof. Mayor is a purist, and would have none but Attic Greek of the golden age. Surely, if he allows an exception in favour of the Hellenistic Greek of the New Testament, he might admit Homer, which will attract schoolboys more than his unrivalled *γῶμαι*. But this is only, so to speak, the suet of the plum pudding. A bibliography of German *Elementarbücher*, emendations of Apostolios and Sophocles, fragments which add a new word to the lexicons, and "quicken those chaste instincts of criticism which shrink from the touch of a barbarism," a defence of Latin verse-making, a snubbing of Sainte-Beuve, and a belabouring of Robert Lowe and Prof. Seeley (unequally yoked together in the context), and a refutation of the vulgar names of the Greek vowels—such is the *farrago* of this entertaining *libellus*.

Sound Learning and Religious Education. By ALICE GARDNER. (Price 1s. Clay.)

This introductory lecture to the courses of Biblical study delivered to the Women's Department of King's College, London, was well worth publishing, and will find a wider audience than those to whom it

was immediately addressed. It follows in the main the same line of thought as the lectures of Dean Robinson that we recently noticed, but confines itself more to first principles. Miss Gardner is guarded in her utterances, and careful not to offend weak brethren, but she proclaims herself none the less an advocate of *Lehrfreiheit*. Thus, while drawing no strong line between morals and religion, and apparently deprecating a secular system of ethics, she insists on the need of distinct ethical teaching, and maintains that the Bible by itself is not an adequate text-book of ethics. Part of the lecture, such as the defence of a critical study of the Bible, may seem to us a battering at open doors, but some of the audience to whom these counsels were addressed may have thought them overbold. Teachers and intending teachers will find much help and guidance in the lecture.

Germelshausen. Von F. GERSTÜCKER. Edited by GRIFFIN M. LOVELACE. (Price 1s. 3d. Ginn.)

This is in every way a satisfactory Reader for young students. The German is, of course, good: the interest of the tale is well maintained throughout by the air of mystery that pervades the whole. The notes have stood the test of use in class and are not too long. Perhaps a few—such as those on *als* and *wenn*, prepositions, *hin* and *her*—are superfluous; but, on the other hand, those on the use of *du* and *Ihr*, and of *lassen* and on national customs, are instructive and interesting. The exercises for retranslation, with a few necessary footnotes, are carefully compiled, and afford good practice in varied constructions and the opportunity of applying at once the “leading facts of word-order” which stand at their head. A few more examples under each heading would add to the usefulness of the “facts.” The vocabulary seems to be complete, and the pronunciation is assisted by the use of long marks and accents. The print throughout the book is large and clear and the volume attractive.

“Siepmann’s Elementary German Series.”—*Aus dem Leben eines Unglücklichen.* By H. HANSJAKOB. Edited by Miss E. DIXON. (Price 2s. Macmillan.)

This series is now too well known to require any recommendation, and the present work, in the hands of an enthusiastic editor, maintains the high standard of preceding volumes. It comprises an interesting introduction on Dr. Hansjakob and his connexion with the “Kulturkampf,” a well printed text of the “Erzählung,” and excellent notes, historical, grammatical, and explanatory of words and phrases, with a few well chosen parallel quotations from other authors. Many of these notes are, perhaps, rather too elaborate for the ordinary schoolboy, but a judicious teacher will know how to make good use of them. Even in the vocabulary much valuable information is added to the complete list of words. The editor-in-chief has added the usual three carefully prepared appendices for retranslation, and a key (2s. 6d.) to these has been published for the guidance of teachers.

Lessing’s Minna von Barnhelm. Edited by R. A. VON MINCKWITZ and Miss A. C. WILDER. (Price 2s. Ginn.)

In this volume we have yet another to add to the useful editions of this well known comedy. The annotators have done their work well: their introduction contains the main incidents of Lessing’s life and a brief estimate of his place in German literature; and they have added to it a list of books of reference to encourage independent study. The notes are clear and adequate, but with a tendency to over-frequent translation. We have noticed two or three slips, such as the date of the Epiphany being given as the “second Sunday after Christmas” (page 21, line 10); nor do we see any reason for twisting “ein Taler achtzig” into “einige achtzig Taler” (page 62, line 22), since Werner speaks of the debt a few lines later as “meine Paar [?] paar] Groschen.” There is also some error in the note on page 36, line 20, as none of the words to which reference is there made appear in the text. The usual German-English vocabulary is supplemented by one for the French of Riccaut.

Freytag’s Die Journalisten. Edited by LEIGH R. GREGOR. (Price 2s. Ginn.)

“Die Journalisten” has found an exceptionally able editor in Dr. Gregor. The introductions are such as to arouse an interest both in the work itself and in the author’s character and aims; while some additional notes throw much light on German life and customs. The editor assumes, in his notes, a considerable knowledge of elementary syntax, but he is very suggestive in his comments on *doch*, *einmal*, *schon*, &c., and leads the student on to independent discovery by references to other passages where these words occur. The “topics suggested for study in class” should prove useful to the teacher, and we are sorry to see so few of the admirable translation exercises. The vocabulary seems complete, and is preceded by some good hints for its use. On the whole, a thoroughly attractive edition of this favourite comedy.

A German Reader. Edited by W. H. CARRUTH, Ph.D. (Price 2s. 6d. Ginn.)

Dr. Carruth has compiled an excellent Reader as regards his choice of prose pieces, but we are sorry to see translations from the English among the poems selected “for memorizing.” Even the best translations necessarily fall short of their originals, and the use of them means

an opportunity lost of introducing the learner to the genuine German literature. The notes are very numerous and tend too much to save the learner trouble: that “*es* refers to *das Volk*” should be discovered by the pupil; *auch* and *schon früher* hardly need the help of translation in the notes; and the use of words like *wenn*, *sondern*, and the past tense of *müssen* is explained at length twice. On the other hand, while frequent help is given with the straightforward rules on the government of prepositions, no comment is made on the more difficult constructions with *beharren auf* (page 75) and *denken an*. The note on *hub*, more commonly *hob*, is likely to mislead. The Reader contains also a very complete vocabulary, a list of irregular verbs, and numerous excellent retranslation exercises carefully graded.

Elementary German for Sight Translation. Edited by CLYDE FORD. (Price 1s. Ginn.)

This little book should supply a want in the early stages of learning German. The pieces are well chosen and simple enough for their purpose, while presenting sufficient difficulty to give occasion for that “quickness of perception and confidence in himself” which Dr. Ford rightly considers so valuable for the learner. The footnotes give help on the more unusual words and idioms. No reason is alleged for the occasional insertion of pieces in Roman type, the earlier ones being all in German character.

Goethe’s Egmont. Edited by J. T. HALFIELD. (Price 2s. 6d. Heath.) Prof. Halfeld’s “Egmont” contains none of the careful scholarship we expect from any one who attempts to edit Goethe. In the somewhat lengthy introductions there is some good historical discussion of the evolution of the play and Goethe’s varying attitude towards it up to the time of its completion; but the notes are very inadequate and of little practical use to “students as they are”—or, at least, as we know them—in England. The illustrations from Hooft’s “History of the Netherlands” (1642), together with good print and an accurate text, are the best recommendations of this work. We have noticed one printer’s error in the omission of the note on *rechtschaffene* (page 29, line 29), to which a reference number is given in the text.

Mendelism. By R. C. PUNNETT. (Price 2s. net. Macmillan & Bowes.)

What is “Mendelism”? We shall not be insulting our readers if we venture to wager that not one in ten could answer the question off-hand. And yet the theory which a modest priest at Brünn propounded in the middle of the last century, and which was ignored by the scientific world until the beginning of this century, must profoundly modify the Darwinian theory of natural selection and has a direct bearing on social and educational problems. Mr. Punnett writes for the many, and steers clear of the vexed questions that were so hotly debated at the last meeting of the British Association; but we have rarely read a clearer exposition of a somewhat intricate scientific speculation. The few technical terms employed are explained in the text, so that the layman who knows nothing of botany or biology can follow the argument. A note at the end gives directions whereby any one with a garden can repeat for himself Mendel’s experiments. For the young scientist it is a fascinating little volume.

Carlyle’s French Revolution. With Introduction, Notes, and Appendices. By JOHN HOLLAND ROSE. 3 vols. (G. Bell.)

Less sumptuous and less elaborate than the last edition that we reviewed, this edition will commend itself to the student not only by reason of its cheapness, but of its scholarly brevity and precision. Dr. Rose rarely criticizes, but he gives or tells us where to find the obscure allusions and references by which we may check or supplement Carlyle’s statements. Reproductions of the portraits and pictures which Carlyle is known to have had before him add greatly to the interest.

Who said that? A Dictionary of Famous Sayings.

By EDWARD LATHAM. (Routledge.)

This latest volume of “Routledge’s Miniature Reference Library” is an abbreviation of Mr. Latham’s larger work, “Famous Sayings and their Authors,” which was reviewed in these columns. The sayings are well chosen and accurately reported, and a good index makes them easy to find. A second index of authors would be a welcome addition. We could spare some dying speeches and confessions, and should like instead some of the common catchwords whose origin can be traced to *Punch*. Lord Bacon and Lord Charles Bowen are not titles known to the English peerage.

Dumas’ Adventures in Switzerland. Edited by ALEXANDER WRIGHT. (Price 4d. Blackie.)

Of these two short stories from “En Suisse,” “Le Bifteck d’Ours” is a very old friend; “Une Pêche de Nuit” is comparatively fresh. The notes leave something to be desired. *Cabriolet* is not “the box-seat,” but what is now known as the *supplément* to the *diligence*. “L’enfant de Virgile” cannot possibly refer to the Fourth Eclogue; more probably it is a vague reminiscence of “*sequiturque patrem non passibus aequis*.” The etymologies are some of them wrong, and all, in our judgment, superfluous. Dumas’ mock display of antiquarian learning might well be left alone; but what can be the use of a note such as: “There were two Plinys, uncle and nephew. Strabo was a writer on geographical subjects; while Tite-Live is the Roman historian”? So

to tell the pupil that Mlle. Scudéry was a writer of pastoral romances will not help him to see the joke. In the text there are some confusing misprints.

Great Zimbabwe. By R. N. HALL. (Price 21s. net. Methuen.)

This handsome volume, copiously illustrated with maps, plans, and photographs, is a continuation of Theodore Bent's "Ruined Cities of Mashonaland" and of Hall and Neal's "Ancient Ruins of Rhodesia," and gives a full account of explorations and excavations carried on by the author in 1902-1904 on behalf of the Government of Rhodesia. Zimbabwe is a vast buried city the extent of which is even now not definitely determined, though Mr. Hall has proved that it must have covered at least 2 miles by $1\frac{1}{4}$ miles, and it reveals as many strata of civilization as Hissarlik. Gold was then, as now, the magnet that drew the builders of these cyclopean walls, these conical towers and elliptical temples; and for ages it was the emporium of the gold trade. Mr. Hall is content to state facts, and he leaves the framing of hypotheses to Mr. A. H. Keene, who, in an interesting introduction, maintains that this is "the land of Havilah where there is gold," and that Ophir was only the port for the transshipment of the gold. That these early gold diggers were of a Semitic type and Arabian Hymiarites is, we think, clearly proved, but the evidence of extreme antiquity seems to us very doubtful. Few except the professional archaeologist will care to possess the book, but it is one to order from the library; and the incidental accounts of the Makalamya are most entertaining.

Meiklejohn's Poetry Books. A new Selection in Four Books. (Meiklejohn & Holden.)

These small books are attractive in form, and that is half the battle with small children. They are also well graduated in difficulty. In Book I. there is no piece beyond the comprehension of a child of eight, and few that a child with a spark of poetry in him will not appreciate. We are inclined to except the Herrick and Alice Cary's "Ah, think of it, my little friends!" Another good feature is the inclusion of new poets—Mrs. Tollemache, Mr. Newbolt, Mr. A. P. Graves. Some of the poems—for instance, Macaulay's "Naseby"—are somewhat ruthlessly curtailed. As a whole, the selection shows taste and judgment.

Modern Industrial Progress. By CHARLES H. COCHRANE. (Price 10s. 6d. net. Lippincott Company.)

This popular work, by the author of "The Wonders of Modern Mechanism," should command a wide sale. It is copiously and well illustrated, and gives a clear, non-technical account of inventions that are on every one's lips, but of which very few even of educated men and women could give an intelligible account. Wireless telegraphy, X-rays, Santos Dumont air-ship, the linotype, and rock drill—we choose at random a few of the articles here treated both with pen and pencil.

Commercial German. Part II. By GUSTAV HEIN and MICHEL BECKER. (Price 2s. 6d. Murray.)

The Second Part is on the same lines as the First, but, instead of a vocabulary, we have notes in German. "Commercial" is given a wide connotation and embraces passages from Lessing, Benedix, Freitag, and Töpfer. This is as it should be. We do not want to keep the commercial side at school to bills of lading and market quotations.

Milton's Areopagitica. Edited by H. B. COTTERILL. (Price 2s. Macmillan.)

Mr. Cotterill has sought to provide a simpler edition of the "Areopagitica" for students who find Mr. Hales' edition too learned and recondite. While refraining from parallel passages in Latin and Greek, he gives just enough help in the way of paraphrase and explanation of allusions and obsolete words and phrases to enable a sixth-form boy to follow the text with ease and even with pleasure. The introduction treats, *inter alia*, with much judgment the question of Milton's rank as a prose writer. To date the trial of Orestes as *circa* 1177 B.C. seems on a par with Archbishop Usher's 4004 for the Creation, and to compare the Court of the Areopagus in St. Paul's day with our House of Lords is a misleading analogy.

Dumas' Le Voyage de Chicot. Edited by GEORGE HEYER. (Price 4d. Blackie.)

It is only by inference that the pupil will gather that this is an episode from "Les Quarante-cinq," and without the context it is too much like a penny dreadful. The notes are satisfactory as far as they go, but rather short measure. How could an editor refrain from a note on "en sûreté—pas en sécurité" on the first page? "Une fosse" is a misprint.

Voyage aux Pyrénées. By H. TAINE. Edited by WILLIAM ROBERTSON. (Price 2s. 6d. Clarendon Press.)

The present edition comprises about three-fifths of the original work, "Le Monde" and "everything that might be considered unsuitable or uninteresting for school reading having been omitted." The "Travels" was a pot-boiler undertaken to provide the funds for a tour that Taine's health rendered necessary; but, to borrow Canon Ainger's epigram, even when writing a guide-book on commission,

"Lo! enter Taine, and always entertaining."

We are not so sure whether the British schoolboy who looks on

scenery with the eyes of an ancient Roman will find it so. He will want all that Taine in his preface warns his reader that he will not find—perilous ascensions, encounters with bears, an English miss fished out from a gaze. The historical and geographical notes are full and brightly written. The explanatory notes leave something to desire. No help is given in "the use of thoroughly idiomatic English in the translation," on which the general editor rightly insists. Further, some real difficulties are left unsolved. Whence the quotation on page 34? What is the double reference to Voltaire on page 42? Who is the M. Lycidas of page 46? In the introduction no use seems to have been made of the recently published "Letters" of Taine.

Gautier's Voyage en Espagne. Edited by GERALD GOODRIDGE. (Price 2s. 6d. Clarendon Press.)

Gautier's travels are likely to prove more attractive to the English schoolboy than those of Taine. There is more local colour, and they are not "sicklied o'er with the pale cast of thought." The notes, however, of this edition are uninspired and uninspiring. The Spanish words and phrases are generally explained in the text. A note, when one is needed, should show the pupil that Spanish is a dialect of Latin. The editor reveals no knowledge either of the language or the literature of Spain. "The *romancero* was originally a collection of romantic stories of chivalry dating from the sixteenth century." Only this and nothing more. Again, Gautier is generally easy to understand, but often very difficult to translate, and the notes give no help in translation. "Bistrés d'un bitume digne de Rembrandt" is rendered: "smeared the colour of wood-soot with a bituminous tone worthy of R."; and we are told for the second time that *bistre* is a pigment made from wood-soot, as if "*bistre*" were not an English word. Gautier writes: "St. Hubert's stag as it is represented in the marvellous engraving of Albert Dürer." This is annotated: "The reference is to a portrait of Saint Hubert, by Albrecht Dürer (1471-1528), the great German artist and the perfecter of the art of engraving." Gautier sees a dancer whose dress reminds him of that "de Fanny Elssler, dans le *Diable boiteux*." Note: "Elssler, a famous Parisian ballet dancer. *Le diable boiteux*, Asmodeus, the destroyer of the book of Tobit." Could any note be more futile? The editor can never have seen Dürer's print or heard of the comic opera of Favart.

Balzac's Une Ténébreuse Affaire. Edited by MARIE A. PÉCHINET. (Price 2s. 6d. Clarendon Press.)

Though not one of Balzac's greatest novels, this is well adapted for school purposes, combining as it does a valuable historical study of the early days of the Empire with a police mystery à la *Gaboriau*. The historical notes are full and satisfactory, but we should have preferred an introductory sketch of the time to the slight *critique* of Balzac as a writer. The notes on words and idioms might with advantage have been fuller. Thus *loup-cervier* on page 2 needs a note, and it might have been pointed out that the telegraph mentioned more than once was *adrien*, not *électrique*.

Caesar's Conquest of Gaul. By T. RICE HOLMES. (Price 6s. net. Macmillan.)

Mr. Holmes's large and important book on Caesar's campaigns in Gaul was reviewed in the number of *The Journal of Education* for March, 1900. A second edition, consisting of the historical narrative, with the articles on questions of Gallic and Gallo-Roman history omitted, appeared in October, 1903. A copy of this second edition coming now to hand gives us an opportunity of noticing and recommending the book once more. Yet the present writer is hardly competent to treat of it; for he has long used it with his private studies and brings to criticism a mind biassed by gratitude. He may say of it, however, that it affords an indispensable commentary on the text of Caesar—indispensable alike to the student of history and to the teacher who is minded to understand and enjoy, as well as to construe, the most familiar of Latin books. If he, or let us say we, may hint at a fault, it has seemed to us at times that the French authorities have been more diligently ransacked by Mr. Holmes than the German. Ariovistus and the Sueban amphictyony look a little different when viewed from the east of the Rhine. And sometimes we feel ourselves to be moving among uncertain constructions rather than actual facts, if it is only when you must hazard a combination or confess yourself baffled. But we cavil not. We are obliged to Mr. Holmes for giving us his work in this cheaper form; and we suggest to our readers, or to those of them who teach elementary Latin, that the "Gallic War" will grow less wearisome if they use his help in interpreting it.

(1) "Blackie's English Classics."—*Milton's Comus.* Edited by Rev. E. A. PHILLIPS, B.A. (7 x $4\frac{1}{4}$ in., pp. xlix, 68; price 1s. 6d. Blackie.) (2) "Moffat's English Classics."—*Comus.* By JOHN MILTON. Edited, with Life, Introductory Notes, Paraphrasing, &c., by THOMAS PAGE. Third Edition, revised. (7 x $4\frac{1}{4}$ in., pp. 150; price 1s. 6d. E. J. Arnold.)

(1) Mr. Phillips supplies a good introduction of the ordinary kind—containing life, sources, &c.—written in a scholarly manner, but not particularly introducing "Comus," and a satisfactory body of notes. A glossary, in which the derivations of a few of the words used by Milton are given, is added at the end. The edition seems to us a sound and trustworthy one.

(2) An introduction of the usual miscellaneous character is added to this edition by Mr. Page, of which the most valuable are the sections on the sources of the masque, the personages of the masque, and the literary notes. The notes at the end of the book, though somewhat brief, are fairly good, and so are those on language and etymology. Good examples of analysis and of paraphrasing are added besides, and typical questions selected from various examination papers are furnished. Indeed, the book is manifestly meant for students who have an examination before them. They will find it useful.

Our Mother Tongue: a Grammar and History of the English Language. Twelfth Edition. By H. M. HEWITT, M.A., LL.M., and GEORGE BEECH, M.A., LL.D. (7 x 5 in., pp. viii, 404; price 3s. 6d. W. B. Clive.)

This book, being in its twelfth edition, requires no detailed notice. It has made its mark, and will stay. In the revised and partly rewritten edition, all difficulties have been removed, or at any rate made clear, so that the student need have no fear. The book now stands as a good workmanlike treatise on the English language—not original, but thoroughly trustworthy, and would be hard to replace. It is neatly and clearly printed, and well bound.

Nature Teaching. Based upon the General Principles of Agriculture for the use of Schools. By FRANCIS WATTS, B.Sc., F.I.C., F.C.S., and WILLIAM G. FREEMAN, B.Sc., A.R.C.S., F.L.S. (8 x 5 in., pp. xi, 193; price 3s. 6d. Murray.)

Mr. Watts is Government Analyst of the Leeward Islands, West Indies, and Mr. Freeman is Superintendent of the Colonial collections at the Imperial Institute. Originally this book was written for use in the West Indies. But it having been proposed to bring out an edition to suit the English market, Mr. Freeman has lent his assistance. Together they have produced a sound and good book. Though it does not quite cover the ground of what is known as "Nature teaching," it does cover by far the most important part, and does so well and simply. The plan of observation and experiment pursued is a thoroughly good one, and is applied consistently throughout. We have not seen any book better suited for beginners, who are only daunted by being given too much at a time. Here they are only given enough to last them a very little over a year, if they will restrict themselves to what is set down for them to do. At the end of the book we have added a short and useful chapter on "Animal Pests of Plants," a good glossary of terms, and suggested courses and apparatus. Altogether this is a good book.

Elements of Botany. By JOSEPH Y. BERGEN. Revised Edition. (7 1/4 x 5 in., pp. ix, 283, illustrated; price 5s. Ginn.)

This is a revised edition of an admirably illustrated little book on botany issued by Messrs. Ginn. It is businesslike and full—yet not too full. Every chapter is supplied with numerous experiments for students, and with numerous small working drawings. Much that was in the original edition has been abandoned, and only what is most useful has been retained, while a good deal has been added, treating mainly of typical cryptogamic forms, and trading on the ecological classification of plants. An appendix gives additional illustrations, chiefly for use in the determination of species; and the book concludes with a full index. An excellent little book, excellently set forth, and affording work for about four or five terms. English teachers of botany will do well to take note of it—and, better still, will use it.

A Laboratory Guide in Elementary Bacteriology. By WILLIAM DODGE FROST, New York. The Macmillan Company. 1903. (Price 7s. net.)

This elaborate work, now in its third edition, is intended for the student of bacteriology working in the laboratory. It contains an account of apparatus and methods, interleaved with white paper for the purpose of notes, and a description of the chief bacteria, with blank spaces for sketches and for notes on the specimens observed. Altogether a most useful work for the student of the subject, and invaluable for men working for diplomas in Public Health.

Modern Theory of Physical Phenomena. By AUGUSTO RIGHI. Translated by AUGUSTUS TROWBRIDGE. (Price 5s. net. Macmillan.)

The wide importance of the later theories on the nature of matter raised by recent discoveries in connexion with radio-activity, their philosophical as well as their scientific interest, and their connexion with the question of the nature and attributes of the ether, make any book dealing at all adequately with them peculiarly interesting at the present time. This little monograph by the author of "Telegrafia senza Filo," has gone through two editions in its native land, and has now been well translated into English by the Professor of Mathematical Physics in the University of Wisconsin. It is not, of course, a book for beginners or for elementary students, but advanced students and teachers will find it very interesting. It contains an account of the latest views on the electron theory, a description of the facts which have led up to it, and a bibliography of books and papers recently published in connexion with it. "The electrons," says the writer, "would seem to be the elements of construction in the architecture of the atoms. When such a hypothesis as this is once adopted, the dogma of the invariability of the chemical atom, or of the impossibility of trans-

mutation of chemical substances, is forever banished from science, since according to this hypothesis everything is built up of electrons." Time has its revenges, and perhaps the views of the alchemists—wild as they were in many ways—may have had more foundation than they have generally been given credit for, however devious and unscientific may have been the path by which they were arrived at.

Daudet's La dernière Classe, &c. Edited by H. W. PRESTON. (Price 4d. Blackie.)

The title story will be familiar to most of our readers. It shows Daudet at his best. Two other slighter stories of the same type are added. Our only quarrel with the little book is that there is not enough of it. Fifteen pages of text is not food for a term.

"Chambers's Supplementary Readers."—(1) *Gallant Deeds.* By G. A. HENTY. (2) *Children of the Empire.* By J. FINNIMORE. (Price 1s. each.)

The first needs no commendation from us. The four short stories are in Henty's best style. The second consists of three stories of youthful adventure in India, Canada, and Australia. The author understands how to gain the ear of children.

First Stage Building Construction. By BRYSSON CUNNINGHAM. (Price 2s. 6d. W. B. Clive.)

This manual, now in its second edition, sets forth clearly, with plentiful diagrams, all that the young builder requires. It is a thoroughly practical guide.

In our notice of the *Orographical Map of Lancashire and Cheshire* the names of the designers were by oversight omitted. They are E. G. W. Hewlett and C. E. Kelsey, assistant masters in the Hulme Grammar School, Manchester.

EDUCATION IN SPAIN.

THE mind is essentially the same in all countries, but the processes by which men seek to educate it are many. No more striking proof of the variety of such processes could be desired than a comparison of those in vogue in England with those employed in Spain. The object of this paper is to note a few of the most striking dissimilarities in the two methods.

Few Englishmen are able to discuss the matter from first-hand knowledge; for there is small inducement to visit the Peninsula to study educational conditions on the spot. Señor Don Fulano y Guzano will receive a "milord inglés" with open arms, and will make him free of heaven and earth and all that in them is. But the milord will pay for all he gets—possibly more. Let him not go hoping to make money—even to cover expenses. "El Dorado" was, and is still, an expression well understood of Spaniards. But to Spain, save in the brains of a few romantic moonstruck lovers of the country such as the present writer, it has no reference; and to every good Castilian it bears but one connotation, and that one, England, the land of merchant princes and stalwart ships and sterling gold. Let him not go even spurred on by the thoughts of what can be done in France on a more or less favourable *au pair* system. Gaul is not Hispania, and the only *au pair* system to be hoped for is one by which the Spaniard will make your full pockets *au pair* of what his own were when you arrived.

And, just as there is no monetary inducement to any teacher who wishes to go and read the books and see the life and bandy the speech of Spain in the fair sunny land to which they belong, so there is little on his return which would justify him even should he rashly determine to bear the whole expenditure himself. Holiday courses for English teachers have, it is true, been held for a year or two past in the most un-Spanish of all Peninsular watering-places. But to the British Parent it is no part of a preceptor's duty to hand over to his (the B.P.'s) offspring the key to a great literature and to the histories of mighty ages; and so Mr. Preceptor will be warned to let these new-fangled languages alone, and stick to his small French and less German.

But all this is by the way, and the fact that an Englishman is bound by tradition and examinations, and, of course, common sense, to patronize two languages, and two only, may not prevent his reading, out of special grace and favour, a few notes by one who was, for a considerable period, master in a Spanish secondary school.

To a stranger the first and most striking dissimilarity between the schools of the two countries is the way in

which the hours of the time-table have to be arranged* on account of the great heat. Many of us have had, to our sorrow, to grow accustomed to the German Professor of Philosophy or Theology who insisted on reading his lectures at the sleep-disturbing hour of seven. But in Spain matters are even more retrogressive. Six, or, in many country schools, a still earlier hour, is quite general for beginning the labours of the day. At nine or ten comes the big break—and frequent cases of sunstroke amongst scholars returning home at that hour come under one's notice. Then follows the *siesta* of two or three hours, and at four in the afternoon school will probably be resumed until six. Of course, use is everything, and after a while one does not notice the strangeness or the hardship of teaching whilst the greater part of one's *confrères* all the world over are more pleasantly occupied. In fact, a man's self-esteem is flattered by the thought of his own activities, and, on the other hand, it is no slight addition to the delights of the "dulce hacer nada" at 11 or 11.30 to know one may sleep with a clear conscience, even though in the homeland and elsewhere "men must work." Of course, such a division of the day is not without its influence on the work. The first two hours of the early morning pass brilliantly. After that, however, all interest begins to flag, partly for the same reason as it so often flags at home, partly because of the growing heat. The afternoon school, again, is very heavy work. However good a *siesta* the pupils have made, there will always be some who will wish to prolong it; the class-rooms will be close and the atmosphere heavy; mosquitos will cheerfully add their thin metallic hum to the droning of drowsy voices; the smoke from the master's cigarettes, and in some favoured elder classes from those of the pupils, will not improve matters; and there will be found to be generally a combination of laxity and lethargy which it is assuredly desirable to dissociate from all true educational work.

The next thing that will strike the newcomer as strange will be the manner of the teaching he will from time to time have occasion to witness. Methods he had imagined to have gone out with the dame-school will often here be seen in common use. Teaching is practically inseparable from a book. Of communication from the mind of the teacher to that of the taught there is little. The book is the *sine qua non*; and almost the only methods of using it are reading and then learning by heart what has been read. The writer well remembers being present at a geography class then occupied with the United States. The boys were of ages varying from fifteen to eighteen. They were working up for their military *carrera*, and were just such material as a master in an *école normale primaire* would have furnished magnificently with every detail of the political, physical, and commercial geography of the States that was worth knowing. But the method adopted was the following: First, a rapid reading of the names of the different States and of their capitals; next, twenty-five to thirty minutes was given to learning by heart; lastly, a repetition from memory. And no boy was allowed to go until he had repeated the whole ponderous list. The subject was then finished. No subsequent lesson was given to enlarge upon it. Of the internal *règlement* of the States, their relations to one another, their united relation to the world outside, of their commerce and their industries, no word was uttered.

Precisely the same conditions ruled with regard to the teaching of history, "moral," and modern languages. History was concerned with kings, battles, and dates, rather than with causes, effects, and comparisons. A modern language was merely a matter of declension. On his arrival, the present writer wanted help with his Spanish. A teacher was found; but the entire object of his first—and only—lesson was to teach a parrot-like rapidity in the repetition of such forms as, *I, me, of me, to me, from me*, and *I do not drink, thou dost not drink*, &c. That from a man who knew his mother tongue admirably well! In many cases it would appear—as, perhaps, in this one—to be pure ignorance of practical methods. The sensation produced when the new English master used a black-board and chalk for fifty-five minutes, without once consulting a book or sitting down, is one to recollect and laugh over for a lifetime.

One of the greatest dissimilarities, however, will be found in the salaries of teachers. It will probably make for the clearer

understanding of this part of the subject if a few words be said on the main divisions of Spanish education. According to the *Anuario estadístico de la Enseñanza en España* for 1903-4, primary education is given in 40,000 public and private schools, which have on their books 1,700,000 pupils; secondary education in 1,000 private colleges and 61 technical and general institutes, with 60,000 scholars; and higher education, for which no figures are given, includes the high schools of commerce, schools of engineering and painting, military schools, and the nine Universities. In the Universities there is a total number of from twenty to twenty-five thousand students.

With regard to the salaries of teachers, there is in higher education considerable difficulty in presenting any reliable data. The blue-book states, however, that the "official" commencing salary of a master in one of the *Institutos Generales y Técnicos* is £90, plus an *honorarium* termed *derechos de examen*. The commencing salary of a secondary-school teacher is given as ranging between £26 and £38! The salaries for primary-school teachers are not given—one would almost be tempted to say this was because the authorities have an objection to dealing with *minus* quantities. But a writer in a recent magazine* asserted that a good average would be from £10 to £20. This is certainly high. The writer of this article has met not a few village schoolmasters who, beyond the rent of their poor houses, received sometimes £8, sometimes £6, sometimes £5.

These figures do, indeed, indicate a radical difference between educational conditions in Great Britain and in Spain, and prove the existence of something beneath* the surface in the latter country to which the responsibility for so remarkable a state of things is attributable. Of course, it must be borne in mind that the purchasing power of money in Spain is much greater than in England. Especially is this the case in the country districts. When good hotel accommodation in one of the largest cities can be found for 12s. per week, it will be evident what prices are likely to prevail away from the greater centres of population. But even when this is remembered there remains the great paradox that in a country where a fair *torero* makes his £5,000 a year, and where a skilled *matador* will make from £10,000 to £15,000, a good teacher will have the greatest difficulty—nay, for hundreds it is an absolute impossibility—in making his £40 a year.

One principal reason is that the Spaniard, as a rule, has a wholesale disgust for education. He sees no practical advantages in possessing it. The educational ladder has so many and so large gaps between the rungs; and he so seldom sees any one able to cross those gaps. It is centuries since the commerce of Europe left his ports. He is largely employed on the land, or in some employment connected with the land. Bookkeeping is, in general, an evil art he has never heard of. On the ranches and vineyards, and in the great cork factories along the Tagus valley, accounts are kept on gnarled old tally-sticks. Every traveller with eyes has seen dozens of these primeval objects. If any calculation be necessary on the part of an *employé* on one of these estates, he will run his hands along a little pocket tally-stick with marvellous correctness, but the calculation is manual, not mental. Of 17,550,000 in his country, 12,000,000 can neither read nor write. In the thirty-two years preceding 1889, the percentage of total illiterates, in spite of "compulsory" education, was only reduced from 80 to 68 per cent. Eight brides in ten cannot sign the marriage register. On one occasion when an attempt was made to enforce an antiquated law stating that no bull-fight shall be held until the schoolmaster's salary is paid, the poor teacher in question was himself driven into the bull-ring and baited with *banderillas* in the neck.

Another reason is probably the objection every Spaniard cherishes against all forms of overwork! Let him not be sneered out of court immediately on this count by righteously industrious Saxons. Undoubtedly he might do more. But let those who sneer try his climate. Let them get the effects of that climate into their blood, and imagine the same process to have been going on for centuries. Let them place themselves at the same time under a religious *régime* whose one maxim is repression of all mental and spiritual activity. They will then know the familiar demons of a Spaniard who wishes to work. Of course there are willing workers to be found. Looking back over halcyon days in the fair fragrant land of Betis, one

* These remarks apply only to the south of the Peninsula. In the north, where the temperature is more equable, the point is not so striking.

* *Contemporary Review*, June 1903, to which article I am indebted for one or two of the figures used later, though most of them were previously known to me.

can think of many: of one especially who was by profession teacher of modern languages. He would teach well nigh any European language for 3½d. per hour! Yet in a city of thirty-six thousand people he could not gain for himself a livelihood. It is here that one is brought into contact with that remarkable person, so strange according to English views, the schoolmaster whose schoolmastership is subsidiary to some other profession which he exercises out of school. In a list of the staff at one of the best schools in Andalusia, now lying before the writer, there are three advocates, one architect, one engineer, one custom-house officer, one bandmaster, one head clerk, one captain of infantry, and one post-office clerk. This dual occupation is there so common as to excite neither surprise nor comment. It is as much a part of the national life as *garbanzos* or *chorizo*.

What is to be said then, in conclusion, of the men themselves? What, but that they are a right good lot—true comrades all, quick to serve, quick to help; a band of men whose sympathies have grown through their knowing more, and living upon less, than their fellow-countrymen; men who differ from their fellows, or at any rate a large number of them, in that they are not always ready to recount imaginary woes in the hope of gaining a *pesetita*, but who can jest on a crust and make merry with an empty purse? Meet them a few times only and they are haughty and reserved as a *Saldaña* himself. Meet them often, live with them, eat with them, lodge with them, and this result will be found: there are men of finer tact and riper scholarship, and perhaps deeper sympathies; but the Spanish schoolmaster, as a rule, is a genial, self-effacing man, with a heart apparently all the warmer for that glorious sun of his, to which he is "a neighbour and near bred," and of a kindliness and a courtesy that few may equal and none excel.

Is this another dissimilarity or not?

SYDNEY H. MOORE.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, "The Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but "The Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

The Council have met thrice since the date of our last report, viz., on March 2, April 8, and May 13. At these meetings they have elected 129 new members of the Guild, viz.: Central Guild, 19; Branches, 1; Bath and East Somerset, 36; Brighton and Hove, 10; Cheltenham, 4; Dublin and Central Irish, 1; Ipswich, 7; Manchester, 4; Oxford, 3; Worcester and Malvern, 10; and the new Branch for Peterborough and District, 35.

At the meeting on March 2 there were present: The Chairman (Mr. S. H. Butcher), Prof. J. W. Adamson, the Rev. J. O. Bevan, Mr. E. Blair, Mr. H. C. Bowens, Miss H. Busk, Mr. R. F. Charles, Mr. C. Granville, Mr. J. R. Langler, Miss E. Newton, Miss K. Stevens, Mr. F. Storr, and Mr. J. Arnold Turner.

It was arranged that the Chairman, Mr. Storr, and the General Secretary should form the deputation proposed to meet the Executive of the National Union of Teachers on the subject of securing a better representation of primary-school teachers among the members of the Guild; also that a letter of greeting, signed by the President and the Chairman of Council, be sent to the new President of the Union, to be read out at the conference of the Union at Easter.

Mr. Storr was reappointed to represent the Guild on the Teachers' Registration Council for the extra year of office assigned to it.

The Annual General Meeting of the Guild was fixed for a date near the end of May, and the Organizing Committee were instructed to settle detailed arrangements.

After careful consideration of the report of the Finance Committee it was decided that a general appeal to members for contributions to wipe out the deficit shown on the balance-sheet of 1904 should be made; that a letter setting out all the circumstances should be drafted and shown to the Organizing Committee, who were instructed to make arrangements for circulating it. It was pronounced desirable that the letter should have appended to it a first list of contributions by members of Council.

The Education and Library Committee were instructed to prepare a draft of a letter to Local Education Authorities on the subject of the remuneration and tenure conditions of teachers and to consider the best way of reaching such Authorities, and to report to the next

meeting of Council. They were also instructed to settle the scheme for the revival of the "Education Society."

The Political Committee were instructed to settle a letter on the subject of the proposed remodelling of the Teachers' Register, to be sent to the President, Parliamentary Secretary, and Secretary of the Board of Education.

At the meeting of Council on April 8 there were present: the Chairman of Council, Mr. E. Blair, Miss H. Busk, Mr. R. F. Charles, Miss I. Farquhar, Mr. C. Granville, Mr. J. R. Langler, Prof. W. F. Masom, Mr. F. J. Matheson, Miss E. Newton, Miss K. Stevens, Mr. F. Storr, Mrs. J. S. Turner, Mr. W. Trevor Walsh, and Mr. J. S. Wise.

Sir Oliver Lodge, ex-President, was elected a Vice-President of the Guild. Prof. John Adams, on his retirement from the Council, was also elected a Vice-President.

The hearty congratulations of the Council to Canon Edward Lyttelton, for eleven years Chairman of Council, on his election to the Head Mastership of Eton, were voted by acclamation, on the motion of the Chairman from the chair.

On the report of the Political Committee the draft letter to the Board of Education on the proposed remodelling of the Teachers' Register was carefully considered and was adopted, with certain modifications, for transmission to the chief officers of the Board and for publication in the *Times*. The letter runs as follows:—

"The Teachers' Guild of Great Britain and Ireland,
"74 Gower Street, London, W.C.

"April 26, 1905.

"MY LORD MARQUESS,—It will be within your knowledge that the Register of Teachers, as at present constituted, fails to satisfy the profession as a whole, and is regarded as partial or unjust by several large and important sections of it. The Council of the Teachers' Guild, which is the only organization in the United Kingdom that represents teachers of all grades, have, therefore, during the past year devoted much time and thought to the matter, and now desire to submit for your consideration the conclusions to which they have come and their suggestions as to the form that the remodelled Register should take.

"As Column A of the present Register cannot be said to be really existent, being only entered on cards, and not kept up to date, the Order in Council which provides for the formation of a general alphabetical Register has not been carried out. Certificated teachers, placed on Column A, whether they desire it or not, do not value the privilege, and feel aggrieved that, whatever their attainments, they cannot, while serving in elementary schools, be placed on Column B.

"Under these circumstances the Council of the Guild deem it advisable that no more names should be entered on Column A. In that case it will remain to be considered what distinction, if any, should be made in what is now Column B, and what modifications in the regulations are required to admit teachers who are now excluded from Column B by reason of their experience or service not being in secondary schools. The Council, after careful deliberation, have decided that, while the minimum qualification, as regards training and experience, for all registered teachers should in future be of the same standard, some distinction should be made between teachers with and without a University degree or its equivalent.

"As the *minimum* qualification, on the academic side, for non-graduates they suggest the passing of the Intermediate Arts or the Intermediate Science Examination of the University of London, or of the Ordinary Honours Examination for the Cambridge Higher Local Certificate, or of the Examination for the Government Certificate for Teachers in Elementary Schools, or their equivalents. It is, however, understood that all teachers at present registered under Column B shall retain their places on the Register.

"The Council have drafted a scheme which makes the distinction clear, while it obviates the disadvantages and cost of a repetition of names in two lists, such as is provided for in the existing scheme. The question of the framing of supplementary registers is now under consideration by the Council. It is of pressing importance to a large number of teachers, and the Council trust that the recent announcement of the Board of Education does not imply its indefinite postponement.

"They believe, after making careful inquiry, that it will be desirable to fix the same registration fee for all teachers, in whatever grade of school they may be employed. This should make the Register self-supporting.

"I remain, my Lord Marquess, your Lordship's obedient servant,

"S. H. BUTCHER,

"Chairman of Council of the Teachers' Guild.

"To the Marquess of Londonderry, Board of Education."

The Organizing Committee reported the arrangements for circulating the letter of general appeal to members.

The Education and Library Committee submitted a letter on the subject of the remuneration and tenure of teachers. It was agreed that it should be multiplied and circulated among all members of Council before any decision should be taken upon it.

At the Council meeting on May 13 there were present: the Chairman of Council, Mr. H. C. Bowen, Miss H. Busk, Mr. R. F. Charles, Miss F. Edwards, Miss I. Farquhar, Mr. J. R. Langler, Mr. F. J. Matheson, Mr. H. A. Nesbitt, Miss E. Newton, Miss E. J. Notcutt, Mr. F. Storr, Mr. W. Trevor Walsh, and Mr. J. S. Wise.

The draft of the annual report of the Council for the year 1904-5 was read out and considered, clause by clause, and, subject to certain modifications which were indicated, was adopted for presentation to the Annual General Meeting on May 30.

The following general members of Council were announced as retiring under the rule for retirement in the Articles of Association:—Sir George Young, Bart., Hon. Treasurer, Mrs. Bryant, D.Sc., Mr. R. F. Charles, Mr. G. F. Daniell, and Miss K. Stevens. They were all nominated for re-election on the Chairman's list. Miss C. E. Rigg and Mr. W. Trevor Walsh, who had been co-opted to seats on the Council as general members since the last Annual General Meeting, were also nominated.

The Local Guild for Peterborough and district, having applied for affiliation as a Branch of the Guild, and having adopted the rules suggested by Council, was formally affiliated under the title of "The Peterborough and District Branch of the Teachers' Guild."

Several other reports of Committees were received and adopted, among others one from the Thrift and Benefits Committee, announcing a proposed grant of £20 from the Benevolent Fund to a member compelled to rest from work under medical order; and a desire to circulate a detailed statement about the Fund among contributors to it at the expense of the Fund.

CORRESPONDENCE.

THE ETYMOLOGY OF "EDUCATION."

To the Editor of The Journal of Education.

SIR,—Most of your readers will join with me in thanking Mr. Jolly for his entertaining excursion in the somewhat trite field of education. His anecdotal letters are an embodiment of Juvenal's "jucunda senectus." I thank him, too, for scotching an "idol of the forum," and helping to kill off platform platitudes on the true meaning of education as a drawing out of latent faculties. But he will pardon me for saying that he seems to me "quaerere nodum in scirpo," and I fail to see the philological difficulty—perhaps because I am no philologist myself. In *educere* and *educare* we have two verbs formed from the same root—one with the short, and one with the lengthened, vowel stem: cf. *labi* and *labare*.

As to the semasiology, there seems to me no more difficulty. As usual with cognate, or even originally identical, words, a differentiation of meaning has taken place, as in *raise* and *rear*. What is more simple than the transition from feeding the body to feeding the mind, from physical to mental nurture? The missing link, if one is needed, may be given in the well known lines of Catullus comparing the "educated" maiden to the flower "educated" in a garden close:

Ut flos in saeptis secretus nascitur hortis
Quem firmant aurae, nutrit sol, educat imber.

I will only add one or two illustrations from other languages. Littré tells us *sub voce* that *éducation* (used also of bees, silk-worms, &c.) is a comparatively modern word which took the place of *nourriture*.

The German *erziehen* offers a close parallel. The first meaning, according to Heyse, is "durch Nahrung und Pflege das Wachstum von Tieren und Pflanzen befördern." So the derivative *Zucht*, a word precious to all Herbartians, has the double meaning of the English "breeding," and is used both of cattle and culture.

When the *dux* of a class *tucks* up his sleeves for the *tug* of war or *touches* down at football, it is all a part of "education."

How our Aryan forefathers came to associate the sound *duk* with the idea of drawing or leading is an unsolved, and probably an insoluble, mystery.—Yours, &c., NEUPHILOLOG.

To the Editor of The Journal of Education.

SIR,—It is hard to understand where the difficulty lies. *Educere* and *educare* are different in form, because they did not originally mean the same thing; but that does not hinder their derivation from the same root, *deuk*, "to draw out." In the same way, *fugere* and *fugare* are both from the same root, *bheug*, "to bow, to turn aside, to flee"; but they have different senses: *fugere* means "to flee," but *fugare* is a derivative of the substantive *fuga*, and means "to cause flight, to put to flight."

So with *ducere*, which expresses the root sense; whilst *ducare* is a secondary verb, with a secondary sense, and is only used with the prefix *e-*, and not by itself. It ought not to be difficult to trace the sense. In fact, we may fairly connect it with *duc-* (with a short *u*), the stem of *dux*, "a leader, a guide"; and so give it the sense of "to guide." Then *e-ducare* may well mean "to guide thoroughly, to guide out or carefully, to train, to rear (a child)."

The attempt to dissociate *educere* from *educare* is quite hopeless; for *educere* itself is sometimes used in the very sense of "to bring up, to rear, to educate." See the examples in Lewis and Short, under *édico*, II. A. 4. 6, from Terence, Plautus, Livy, Tacitus, and even Virgil ("Aeneid," VII. 763, where Dryden has "nursed his youth" to render the general sense of *educum*). And the A.S. *teon*, which is nothing but *ducere* in A.S. spelling, means both "to draw out" and "to educate."

Though the simple *ducare* does not occur, we have *ducator*, "a general, chief," lit. "one who acts as guide," used by Tertullian; and *ducatus*, "military leadership, command," lit. "guidance."

If we turn *ducere* into High German, it becomes *ziehen*; and it is obvious that *Erziehung*, which means precisely "education," is a derivative therefrom.

Any one who wishes for further light may as well begin by reading the excellent article on *dux* at page 74 of the "Dictionnaire Étymologique Latin," by Michel Bréal and Anatole Bailly; Paris, 1885. It will appear that these scholars knew enough about Latin to understand the verb *educare*.—Yours, &c., WALTER W. SKEAT.

[This must end the correspondence.—ED.]

A WARNING.

To the Editor of The Journal of Education.

DEAR SIR,—You may like to find space in a column of your *Journal* to warn those of your readers who have boarding schools against an impostor with whom I had an interesting interview yesterday. I believe he was in London and at the same occupation about six years ago. He had written to me last week to say he had been very strongly recommended by his sister to place his two girls with us for a year during his absence from England. As he bore the name of a well known Yorkshire family, members of which had been our pupils, we were off our guard, and entered into negotiations with him without further inquiry.

Yesterday he came to see us, and, after a lengthy, but satisfactory, interview, he was about to pay the year's fees in advance "to save all trouble for the next twelve months." With some nervous hesitation, he proposed that I should accept a draft on a well known London bank for £600 and "just draw a cheque" in his favour for the £100 balance. He had previously told me he had heart trouble, and his looks at this part of our interview did not belie his words. On my abrupt refusal he made a speedy and confused exit.

The only address he had given me subsequently proved a false one. He is a small, fair man, very spare, deliberate in his speech, and, I should say, about forty-five years of age.—Faithfully yours,

E. BOYER BROWN.

Mayfield House, Old Southgate, Middlesex,
May 13, 1905.

SPOKEN FRENCH.

To the Editor of The Journal of Education.

DEAR SIR,—Miss Talbot is not altogether unjustified in her criticism of the advertisement of Rossmann and Schmidt's *vade mecum* to spoken French. If, however, she looks at the advertisement again, she will see that it voices an aspiration rather than states a fact. We say "to be" compulsory; and the advertisement expresses our hope as Direct Methodists, and our belief as readers of the signs of the times, that the Syndicate will not—because it dare not—stop short at mere sufferance, but will, in the near future, exact spoken French from all who take French at all. Hence we warn teachers to be wise in time, and teach French on Rossmann and Schmidt lines—namely, conversationally. However, we have altered the form of our aspiration, as Miss Talbot will see.—Yours truly,

T. C. & E. C. JACK.

"THERE."

To the Editor of The Journal of Education.

SIR,—Mr. Clarke will find in Oliphant's "Old and Middle English" an endorsement of his view with regard to the absurdity of considering "there" as a locative adverb in "there is —," "there was —," &c.

On page 60 Mr. Oliphant writes: "The expletive *þær*, like the indefinite *hit*, was commonly used by the English to begin a sentence, as '*þær* was an cying.'" On page 372: "The old interchange between *it* and *there* comes out clearly in the phrase '*Hit sprang dai list*.'"—Yours, &c., J. SLATER.

244 Hessele Road, Hull.

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OCCASIONAL NOTES.

THE Board of Education have made it abundantly clear that they wish to maintain for each secondary school a body of capable and interested governors who shall control intelligently the administration of the school without entrenching on the head master's prerogative with regard to internal discipline. Now the counties are showing an inclination to appoint Local Advisory Committees with considerable authority over the higher education of the locality. This is perfectly legal and is provided for in the Act. But what is the relation of a governing body to such a Committee? The position is a delicate one, and we should be very glad to have Mr. Morant's solution of what is becoming a burning question. Some counties have advisory sub-committees to deal with elementary education, and with certain powers concerning higher education. We would submit a typical case of the difficulty involved. A town possesses an old endowed grammar school, administered under a scheme of the Board of Education. The County Council provide a new building on condition that it is used for a pupil-teacher centre and for evening classes. The two latter departments are under the control of the Local Committee, whose interests and work lie chiefly in directing the elementary education of the district. What is to be the relation of this Committee to the governors of the school? It seems as if waste of energy and possible friction are contained in the plan. Why should not the scheme make the governors responsible for all higher education in the area, including secondary education for boys and girls, provision for pupil-teachers and for technical classes? This seems to be the best way to ensure harmonious working.

"WE must have a national scheme of secondary education that is based upon, and grows out of, the primary school," said Mr. Walters, in addressing the

Secondary or Higher.

Association of Education Committees. There is no doubt that this view is largely held, especially in active municipal areas. We cordially approve, with a proviso. The municipalities, it is true, have in many places done excellent work for education and can proudly point to their secondary schools as deserving the highest commendation. But the idea is abroad that secondary education ends at the age of sixteen, and that it is concerned chiefly with the teaching of science. The proviso we wish to insist upon is that it is equally the duty and the interest of the State to see that there are good secondary schools giving a literary education up to the age of eighteen or nineteen. We protest against the view that the secondary school is to be a sort of glorified upper standard school, taking children only from the primary schools and qualifying them for admission into technical colleges. It is of equal importance that there should be schools giving a thorough training in the mother tongue leading on to the serious study of other languages. We protest also against the view that the ratepayers' money is only to be spent upon the former class of school. A complete scheme of education would take no thought for social distinction, but would treat all classes alike, *i.e.*, give equal opportunities to all who merit them. The new municipal educationalist, with all his good qualities, seems to think that public money is only for the artisan class.

THE protest of the ratepayer in matters educational is becoming sufficiently loud, and the fact will not be overlooked that, if private schools can be brought into the county scheme of secondary education, a considerable saving of public money may be effected. To speak of private schools in general terms is impossible: they are as varied in their aims and conditions as the houses in a town or the rooms in a house. To classify them is not easy. In this note we need only consider private schools that are situated near a rate-aided school and draw their pupils from the same class of parent. Such schools are feeling the inequality of the competition. In some cases a cruel hardship has been the sequel. Many private schools are unable to show the fittings for teaching science that the municipal school over the road supplies so lavishly. But it begins to earn Government grants only when the pupils are of the age of twelve. Perhaps the elementary school is the chief feeder; but there are parents who, for one reason or another, do not like to "come upon the rates." Would it not be feasible, then, for Local Authorities to enter into relations with such private schools as are willing to be recognized as preparatory schools sending children on at the age of twelve to the municipal school? The idea is worth developing. For young children laboratories are a useless luxury.

"THE average boy leaves Eton with no mastery of either Latin or Greek. He cannot construe at sight an easy passage in either, or turn a piece of English into Latin without a large crop of mistakes."—Such is the pronouncement on Eton education made by Mr. Arthur Benson, himself a classical master, in the *National Review*. Yet he tells us that boys are not idle, as they used to be, and no one will accuse Eton masters of idleness. Though "the general moral tone is not wholly satisfactory," and though athletics are still the dominant factor in school life, yet Eton boys work. The fault is in the system, not the *personnel*. Modern subjects have been squeezed into the old scholastic curriculum, and the result is "acute congestion." "The intellectual condition of the

average boy is now so entirely negative that any experiments are justified—indeed, imperative." Eton is at present "a great factory for weaving ropes out of sand." Few competent critics will question this diagnosis: the point at issue is the prescribed remedy. Briefly, Mr. Benson would adopt for the many a modern curriculum in which Greek would not be included, and Latin would play a subordinate part. On the other hand, boys destined for the University should, until such time as Greek is made an optional subject, devote the bulk of their time to the classics and abandon the pretence of learning other subjects. We cannot wonder that Mr. Benson shrank from the task of carrying out this revolutionary reform, which would have taxed the powers of an Arnold or a Temple.

LAST month we took exception to Canon Lyttelton's pastoral theology, but his views on the training of teachers given in the *Nineteenth Century* for June are sound

Training and Salaries.

doctrine, and, if to some of us they seem like preaching to the converted, to his Eton colleagues, or to most of them, they will appear yet another fad, as ridiculous as Jaeger clothing and vegetarianism. We only hope that Canon Lyttelton will have the courage of his opinions, and announce that in future no untrained master will be appointed to Eton. He failed to carry out this reform at Haileybury, but with Eton salaries there should be no difficulty in securing trained First Class men. But, though the premisses are sound, the conclusions of the article are singularly lame and impotent. If you insist on training, you will cut off the supply of teachers, which is already insufficient. So argued Mr. Page, and we allowed that it would be so unless salaries were raised. Not so Canon Lyttelton: "When the market was overflowing with applicants for school masterhips, and the shrinkage had not begun, salaries were even worse than they are now." Since 1890 there has been a marked upward tendency in all salaries and wages. What follows? Not, as one would expect, that County Councils and governors must raise the teacher's salary, but a cry for retrenchment: "When is this mad competition to stop?" "It has been asserted that in 1902 70 per cent. of the First Classmen of Oxford and Cambridge were engulfed into the capacious maw of the Government offices." Who can have made such a ridiculous assertion? The Calendars show that in 1902 there were 145 First Classes at Cambridge and 68 at Oxford (not reckoning women). This would mean that just 150 obtained places in the Home Civil Service. We cannot lay our hands on the figures for the year, but the average number of vacancies is about thirty. We should also be curious to know on what basis the Civil Servant is credited with a salary of £400 a year. He begins as a rule at £150. The intending teacher will not be encouraged to train by being told that he must wait patiently for an increase of salary till the Government chooses to retrench. One instance we happen to know of a man who came out head in the Civil Service competition, and after two years threw up his appointment and took to teaching because in his office £400 a year was a far off divine event.

UNIVERSITY COLLEGE, READING, is a direct outcome of the missionary centre which Oxford Extensionists planted some years ago. Other causes have contributed to the result. As Lord Goschen said in laying the foundation stone of the new buildings: "South Kensington brought science and art, Oxford brought the humanities, and Reading brought the cash." He went on to urge that the study of history, literature, and language should not be allowed to

take a second place, but should be admitted as an equal partner with science. Reading has, we believe, always been strong on the side of history; and, so long as its close connexion with Oxford is maintained, the humanities are not likely to be pushed to the wall in spite of the temptation which South Kensington grants offer to press the science side at the expense of anything and everything else. Reading is not the only triumph of the University Extension movement. Strong centres have been formed in other towns, round which local colleges have grown or are growing up. It seems impossible in England to take a large view: science was undoubtedly neglected, so Government grants were devised to encourage a most necessary branch of study. The inevitable result is that schools take science for the sake of the grant, spurred thereto by their poverty. It is true the regulations are growing broader, and a minimum of English and foreign language is now demanded. But the Board might well have gone a step further and boldly subsidized the University Extension movement.

THE Welsh National Museum is to be located at Cardiff, and the National Library at Aberystwyth. This is the pith of Mr. Fitzroy's communication to the press on the part of the Privy Council. But the memorandum is a long one, and gives somewhat fully the reasons that have led to the decision between the rival claimants. Surely this is one of those cases where the intelligent foreigner may be permitted to smile. It is decided that Wales should have a national library and museum, and that the Imperial Exchequer should contribute to the cost. The prospective honour is announced by the Privy Council with the *addendum*, practically, that the highest bidder shall be the recipient. Carnarvon made a bold bid, on behalf of the northern part of the Principality, but was easily outbid by the wealthy and more populous cities of the South. Between Cardiff and Swansea the competition was keen, and the former only just carried off the prize. As it was decided to separate the two institutions, there was not much doubt about the seat of the library. Aberystwyth is in itself scarcely rich enough for the purpose; but then no other town apart from the South could make a better bid. It has provided a site and a fund for the establishment of the library. No doubt the other counties will help with the cost of maintenance.

THE Fabian Society has done good service in issuing a tract on the subject of the feeding of school-children. Like all Fabian publications, it is based on an appeal to the intellect, and its arguments are supported by a wealth of statistics. Tables are given, showing the difference in height and weight that exists between the well-fed and the under-fed classes. The deductions are irresistible. With regard to the weakening of parental responsibility, it is pertinently pointed out that we have relieved the parent of the responsibility of educating his child, and that it is not easy or logical to differentiate between the two responsibilities. But in our opinion the main argument is this: it is to the interest of the nation as a whole to see that, as far as possible, there shall be no weaklings or children of poor physique. It is not the child itself that suffers, or its parents alone: it is the whole body politic. To allow a child to go hungry is a crime, because it offends against our instincts of humanity; but it is worse, it is a blunder, to use the phrase of the tract. The under-fed child becomes a source of expense and trouble, and in his turn is likely to beget children who will add to the weakness of the nation.

After Bread, Education.

THE London County Council has accepted the new salary scale. Under it a certificated assistant teacher, if a man, begins at £100 and rises to £200, reaching the maximum in the fifteenth year of service; if a woman, begins at £90 and rises to £150, reaching the maximum in the sixteenth year of service. Head teachers may reach £400 or £300, according to sex. An increased scale was inevitable; there are at the present moment vacancies for 481 teachers on the fixed staffs of Council schools alone. Neighbouring districts have been offering higher salaries, and even under the new scale Ilford remains on equal terms as regards the initial salary, and Hornsey and Willesden as regards the maximum. It is rather undignified that there should be this competition among different districts. It seems that the end must be one scale accepted for the whole country—with variations, of course, determined by qualifications and local conditions of living. Another reform will not be long awaited, if we may judge by the attitude of the Council in regard to other appointments, and that is an equal scale for men and women. A further extension of the principle of a fair wage must also reach secondary schools. The Council has already shown some solicitude for assistant masters in secondary schools, and the fact cannot be much longer concealed that men in these schools are often paid on a lower scale than that adopted by the L.C.C. for elementary teachers.

THE manifesto that has been issued by the Welsh National Campaign Committee is a document that carries a certain weight owing to the dignity of its composition. To all the arguments advanced we cannot subscribe, nor do we recognize all the statements as unembroidered facts.

For instance, we do not admit that the Education Act strikes at the civil and religious liberties of Wales. But no one who reads the document carefully can fail to see that the Welsh people are greatly stirred, and that the Government can at best gain but a Pyrrhic victory. The quarrel has passed beyond the stage of argument. A cool head is needed to listen to reason. It is clear that Wales will fight: it is equally clear that, if the Board of Education wins, it will be at the point of the bayonet, so to speak. Bitterness will be bred that may take a generation to mollify. Indeed, in these days we cannot conceive of unpopular legislation on the subject of education carried out by force. The period of bluff is over: Wales is in earnest. The Board of Education will have to find a way out of the *impasse*. The Church of England will have to stand aside and look on. Popular control and the abolition of religious tests—it must come to this.

PROF. SADLER'S report on Derbyshire, of which we give a full account under "Local Authorities," will be read with varied feelings according to the point of view of the reader. The County Councillor will at first give way to a mild feeling of pride at learning how much has been done by the Local Authority for education. This feeling will gradually change to one of growing consternation when he finds how much remains to be done, and learns that a two-penny rate, *plus* the whisky money, will barely meet the estimated cost of bringing Derbyshire up to a standard of efficiency in the provision of secondary education. The schoolmaster will read the report with joy at the thought that his self-denying labours have been appreciated, and with hope for better tools and better pay in the future. But second thoughts may give him pause. The urgent need for

higher salaries and for competent teachers—can this imply that some of the teachers are not quite the best men possible for the work? Other readers will find food for reflection, and perhaps amusement, in the comparison of a modern, up-to-date school with an ancient grammar school, that has an average of ten boys, taught in a room with a broken and dilapidated floor, pew-like structures round the walls, and a pulpit for the master. The boys have deserted the broken pews for a table in the middle of the room, but the master sticks to the pulpit. An interesting description of each school building, picturesque or not, will prove of service to future historians.

LORD ROBERTS will get the £100,000 he asks for, and we shall see the formation of another huge organization for the promotion of physical training and rifle shooting. The country is alive to the urgent need of some national pastime that shall make for healthy bodies. In the middle-class schools very much has been done of late years in this direction. Inquiry would probably show that few secondary schools are without a cadet corps or some attempt to supply its place. But, important and useful as this movement is, it does not touch the bulk of the population. In the public elementary schools lack of funds makes such a course at present impracticable. It will be the object of Lord Roberts's organization to remedy this. Lord Roberts thinks that, unless his proposals are carried out and rifle clubs established in every part of England, and unless all youths under eighteen years of age are enrolled, we shall be compelled to resort to some form of conscription. But there are not wanting those who shake their heads over the suggestion that a private society should undertake so important a work. We agree, and should much prefer to see the (reorganized) War Office set itself to this task. It will prove more costly than Lord Roberts imagines—of that we feel sure. In our opinion it is a case for compulsory payment through the tax-gatherer.

MR. HALDANE does not make any important contribution to the question of finding work for the unemployed when he tells us that at no time has there been a greater demand for a highly trained brain than exists at present. The really highly educated young man will find more opening for his skill and more return for capital invested in his education than heretofore. This is true, and it is equally true that the millionaire will pay any sum for well trained brain-power. Such information should be an incentive to the young man of energy and power of work to train himself by the best education that it is in his power to get. But it does not touch the average of our boys; and the gravest charge against our public schools is, not that they dwarf or distort the brighter wits by a narrow and antiquated curriculum, but that they fail to make anything of the average boy. We are quite with Mr. Haldane when he tells us that in every department of national life facts cry aloud for brains to control them. The State ought to take the lead in paying for the very best education that can possibly be given. If the millions spent on education of various kinds were concentrated on a definite attempt to train men for the highest work in administration and industries, the nation might be the gainer. But, however much we gradually raise the standard of general education, we shall always have the relatively weak. The problem is not so simple as Mr. Haldane seems to suppose, but there is no doubt that our educational ideals want entirely overhauling and most want "scrapping."

London
Salaries.

A New National
Pastime.

The
Welsh War.

Brains
wanted.

THE Dean of Canterbury starts an excellent subject for discussion in the luxury of the modern schoolboy; but by attacking shower-baths he merely gives his opponent opportunity for a gibe. This form of ablution, as every house master knows, is the quickest and most economical form of house bathing. That there is needless luxury in some schools is an admitted fact. Especially is this the case in schools preparatory to the public schools. One reason is obvious. Children go to school younger than their predecessors of thirty years ago. They need more care. Again, delicate children now go to school who in former days would have been kept at home. But one cannot honestly say that the luxury of the most luxurious school is in advance of the luxury of home life. It is not the schoolmaster nor the boy who has demanded the additional comfort, but the parent. Indeed, the public schools of to-day afford an excellent corrective to the indulgence of home. A boy who has had a couple of footmen at his beck may, when he goes to school, have to carry coal-scuttles or clean out a greasy frying-pan. Schools cannot be entirely uninfluenced by the rise in the general standard of comfort. Spartan simplicity does not for the moment commend itself to the parent. Washing, however, is not a luxury, but a hygienic necessity, and herein we do well to imitate the Japanese rather than the early Christians.

PROF. CHURTON COLLINS renews in the *National Review* the attack on the Gilchrist Trust that he began some two years ago in the *Times*. The trustees in 1903 refused the request for a grant in aid of a Greek class that Mr. Collins was conducting as an Extension lecturer. "Hinc illae lacrimae." We have no intention of reviving a controversy which most of our readers will have forgotten, and we should not have noticed the article but for one point raised by the writer with which we happen to be acquainted. Part of the trust is devoted to scholarships "to promote the study by teachers of methods of education." These investigations are denounced by Prof. Collins as "quite as futile educationally as they are superfluous from any other point of view." They should be conducted, if at all, by persons delegated by the Board of Education, whether from "its own officers or from the staffs of training colleges and secondary schools." Prof. Collins can never have seen any of the admirable reports written by their Gilchrist scholars, or he would have discovered that the scholars are chosen from two of the classes that he desires. He wants to know how it is that there are fifteen women to three men, and on what principle the selection was made. The answer is simple. The choice is left to the authorities of the training colleges, and the proportion of trained mistresses to trained masters is more than five to one. His final argument for suppressing these scholarships is comically absurd. The London County Council are about to expend £258,000 a year on scholarships for boys and girls in elementary schools. Therefore there is no further need to encourage adult secondary teachers to study methods of education.

THE Romanes Lecture on "Man and Nature" is a weighty, pregnant document that can only be glanced at in a "Note." The conclusion of the lecture is an appeal to Oxford to burn the gods that she has, not from her origin, but for the last two centuries, adored, and set herself to study Nature—that is, natural science. Prof. Lankester is careful to explain that he is no foe to the humanities. He would not follow Plato in banishing the poets

from his Republic, and he adorns his discourse with apt quotations from Shakespeare and Tennyson. But art, literature, languages, history—all these must be taught to know their place, which is second, not first; they are "entertainments," and not the bread of life. The chief subject of education, both at school and college, to which two-thirds of the pupil's time should be devoted, is "a knowledge of Nature as set forth in the sciences which are spoken of as physics, chemistry, geology, and biology." It seems to us that in his righteous indignation against Oxford mediævalism Prof. Lankester has overshot the mark, and, overstepping his proper province, has propounded a scheme of studies that the boldest of educational reformers would not endorse. Even if we accept his ideal of a complete education, it has no application to children who leave school at fourteen or under—that is, to nine-tenths of the population; and for the majority of the remaining tenth, whose education ends at sixteen, the proper study, so most educationists hold, is Man, not Nature. To understand speech and to speak intelligently is the basis of all education. For a philosopher psychology is a more important subject than biology, and he may know all about the *Bacillus Giardi* and yet be profoundly ignorant of *Die Seele des Kindes*.

UNDER the somewhat fanciful title "*Dominae Scholae*" Mrs. Alfred Earle has in the last *Contemporary* a wise and well written article on the wives of public-school masters. Her experience of them has been fortunate, but we have no doubt that her friends are the rule, and the black ewes, at whose existence she barely hints, are the exception. As far as subjects go, it would not be difficult to write a companion volume to Mr. How's "*Six Great Head Masters*," though a cynic might add that materials are not lacking for a *chronique scandaleuse*. Who, by the way, can identify the "Slavonic princess" and the "erstwhile graduate of the *haute école*"? Who (we might add as a puzzle prize) was the *domina* to whom a man of letters "owed his soul"; who was she who caused the Head Master's house to be put out of bounds by his house masters; and who, promoted from the kitchen, reared at Boulogne a stalwart brood while the husband lived and died as a bachelor master at a famous public school?

LOCAL AUTHORITIES.

THE most interesting part of Prof. Sadler's Derbyshire Report deals with the proposed establishment of a new type of higher-grade school. Starting with the axiom that secondary education must be planned to last up to sixteen years at least, he urges that when the majority of pupils leave at the age of fifteen a different course of study must be arranged. The difficulty in carrying out this proposal is found in the Minute dealing with higher elementary schools. Prof. Sadler shows full grounds for extending this Minute on the more liberal lines already adopted in Scotland. The reasons given are so conclusive and put forward with such weight that they can hardly fail to convince the Board of Education. Not only should the curriculum be wider and allow of more choice, but the grant should be much more generous and the course made to cover three years (twelve to fifteen) instead of four, as the existing Minute orders. Such schools are recommended for the industrial and mining districts on the eastern side of the county, *i.e.*, Swadlincote, Long Eaton, Ilkeston, Heanor, Belper, Alfreton, North Wingfield, and New Mills.

THE curriculum proposed for these schools is based mainly, with regard to the first two years, on a sound study of the mother tongue, with the object of developing in the children the power of clear expression. This would include history and civics, and a continuation of the study of

Shower-baths
and Footmen.

Gilchrist
Scholarships.

Prof. Lankester
on
Nature Study.

Prof. Sadler
on Higher-Grade
Schools.

A Revised
Curriculum.

geography. There would also be Nature study, which should be connected with the art teaching; practical physics, elementary mathematics, handicraft exercises, class singing, and carefully graded physical exercises. For most pupils it is proposed that French should be included. At the end of the second year specialization would take place, according to the needs of the district and to the size of the school and staff. Where the numbers are sufficiently large there should be four divisions. The first of the four alternative curricula would be general for both boys and girls and would continue the general course with the addition of instruction in hygiene. This course would be especially suitable for intending pupil-teachers. The second alternative would be industrial, for boys only, and would aim at preparing a boy to become a craftsman. The third would be commercial, for both boys and girls, as a preparation for office life. The fourth, domestic, for girls only, and its characteristic would be household management. It is clear that there must be schools between the elementary and the secondary, and the proposals we have outlined are excellent.

Provision for Secondary Education and its Increase. THE actual provision for secondary education in Derbyshire is, as was to be foreseen, somewhat scanty. The number of boys and girls in public and private secondary schools amounts to 2,559, or 5'07 per 1,000 of population. This figure compared with Dr. Macnamara's estimate of 40 per 1,000 seems very meagre. In Prussia the returns give over 9 per 1,000, and in the United States nearly 10. So far as Mr. Sadler is able to institute comparison, he finds that there are counties better provided and counties worse provided with facilities for secondary education than Derbyshire. Out of 1,784 boys, 407 are taught in private schools. Out of 775 girls, 423 are in private schools. Derbyshire does not seem well provided with private schools. Of all kinds and grades Mr. Sadler was only able to discover twenty-four. In the secondary schools, both public and private, the greater number of the pupils are between the ages of thirteen and fifteen. Detailed proposals are made for new schools with the cost of annual maintenance. The sum of nearly £40,000 will be required ultimately for buildings, and about £26,000 chargeable annually to the rate for higher education. An interesting deduction from the report is that co-education schools are both numerous and successful. There are seven public schools for boys only, and one at least of these is to be made dual or mixed; there are seven co-education schools, and one for girls alone.

Middlesex and Private Schools. THE Education Committee of Middlesex has decided that recognized schools carried on for private profit shall be eligible for assistance in the following forms:—They may receive County scholars; their pupils may compete for County scholarships; they may enjoy the services of County lecturers, and they may use "County museums, laboratories, gymnasias, or other educational institutes." It would be useful to know what is the provision, actual or contemplated, of such County institutions. If it is intended that private schools shall use laboratories attached to schools provided by the County, all sorts of difficulties will arise. And a County laboratory, apart from a school, is a rare thing. It may be suspected that the terms offered to private schools look better on paper than they will turn out to be in practice. The Education Committee of Bedfordshire has, if we remember aright, offered the same privileges to private schools as to public so long as the former would be able to earn a grant from South Kensington were it not for their private ownership. Now to earn a grant from South Kensington demands buildings and fittings that few private schools, comparatively speaking, can show. Just treatment seems to demand something more than an illusory offer. But perhaps we are mistaken in calling the offer illusory; we hope so.

Secondary Education in Durham. ACCORDING to a return compiled by Mr. Newman, Educational Adviser to the county of Durham, the existing provision for secondary education consists of six schools for boys, three for girls, and six co-education schools. There are 671 pupils in the boys' schools, and 430 boys in the mixed schools, making a total of 1,101 boys in public secondary schools in the county. The three girls' schools have 278 pupils, and there are 396 girls in the mixed schools, making a total of 674 girls. The population is given at 770,432; so that 2'3 per 1,000 of the population are receiving a secondary education. Mr. Newman has investigated the requirements of each district, and arrives at the conclusion that about double this accommodation must be provided, i.e., for 1,500 boys, 1,300 girls, and 400 pupil-teachers, making a total of 3,200. The income and expenditure of the schools is given. The variation is enormous: thus at Bishop Auckland Grammar School, with 112 boys, the cost appears to be, from the figures supplied, just over £10 a head. There are eight assistant masters, who appear to divide between them the sum of £526 in salaries. Consett Technical School keeps the cost almost to £7 a head, while Darlington and Stockton Grammar Schools cost roughly £20 a head. It is stated that there are about thirty private schools with some 400 pupils over

the age of twelve, and that the number is rapidly diminishing. It is proposed that private schools of proved efficiency should be listed in the Directory and should take scholarship holders.

Elementary Education in Birmingham. THE City of Birmingham has 263 school departments. Of these 146 are Council and 117 voluntary. Four new departments have been opened since the preceding year, two in each category. Accommodation is provided in voluntary schools for 31,176 children. There are 29,687 children on the registers, and the average attendance amounted to 24,997. In the Council schools the provision is for 61,816, with 64,686 on the registers. But the average attendance comes within the provision, being 56,865. In the Council schools there are 490 children over 14 years of age; in the voluntary schools 154. In proportion to their numbers, there are many more children under five in the voluntary schools than in the Council schools. About 10 per cent. in the voluntary schools are under ten years of age, and about 6 per cent. in the Council schools. The certificated teachers employed number, in the voluntary schools, 291; in the Council schools, 1,072. The voluntary schools employ 114 pupil-teachers, a diminution of 13 on the preceding year; the Council schools have 256, an increase of 32. The population of Birmingham given in the Census return is 522,182.

Hedging and Ditching. WE learn from the report of the Wilts County Council that good progress has been made in the classes for hedging and ditching. Great interest has been shown and considerable improvement is noted in the look of the country where the classes have been held. Butter-making, Fariery, Horticulture, Bee-culture, Poultry-keeping, and Veterinary lectures have been included in the programme of work, and all with encouraging results.

Pupil-Teachers and Secondary Schools. WE have received a list of scholarship winners in Staffordshire that is of especial interest in showing the school at which the candidate has been educated and the school to which the scholarship leads. In the case of candidates intending to become pupil-teachers, it is noticeable that a large number are already in secondary schools; and they all are to be at such schools. The centre seems in Staffordshire a thing of the past. Of the other candidates, three Major Scholars are going to Oxford, two to Birmingham, and one to Cambridge. It is further noticeable that the candidates may be trained at schools outside the administrative county, and may also hold their scholarships in such schools. There seems to be no narrow idea of protection in Staffordshire.

Bradford's Contribution to the School Examination Problem. THE proposals of the Consultative Committee for the organization and co-ordination of school examinations have almost faded out of sight, owing apparently to the difficulty of dealing with the vested interests involved. The City of Bradford Education Committee has made a contribution towards the solution of the problem by issuing a pamphlet compiled by Mr. Edwards, of the Grammar School. Mr. Edwards gives a lucid and interesting account of the German Leaving Certificate, and shows just how far its provisions are inapplicable to England. But a study of the brochure will show the member of an Education Committee how that scheme can be adapted to our needs and how urgent the cry for reform is. "Our object must be to make the certificate a guarantee of a genuine school education, and to reduce the dislocation of work to a minimum without impairing the elasticity which is possible under the present system." The candidate should have been for a stated number of years—we prefer four—in a school the efficiency of which is warranted by inspection. He should be free from external examination until the end of his school life. The examination should follow the curriculum, which is, as to its broad lines, controlled by inspection. The teachers must co-operate in the examination. The final condition is the most important of all: the certificate granted, by whatever University or examining body, must be guaranteed by the State and have a recognized interchangeable value. The Universities may examine, but the State must control.

Prof. Sadler on Private Schools. PROF. SADLER'S Report on Hampshire, which has just been issued, is full of good matter. On the subject of private schools the conclusion is come to, after careful argument, that the supply of secondary education ought not to be left wholly to private enterprise. But Prof. Sadler realizes that private schools often do a good work owing to the greater opportunity of varied experiment that they possess; he would not, therefore, have them driven from the field by competition of rate-aided schools. In return, however, for recognition by the Authority, they should be inspected, and, in the interest of the nation, inefficient or insanitary schools should be closed. Private schools are of many

varieties. Those that are preparatory to the public schools are singled out for especial praise. The greater number of lower-middle-class private schools, as it seems to us, should frankly take up the position of being preparatory to the middle-class public schools, keeping children to the age of twelve only. If they do this, and seek by inspection and other means to become really efficient, there is no reason why they should not have a useful future. For children over twelve they cannot, in an ordinary case, compete with the new grammar or technical school. Next month we hope to deal further with this report, for the benefit of those readers who are unable to procure a copy. It would be a gain if all Prof. Sadler's reports were to be placed on sale.

JOTTINGS.

WE have received a charming little tract drawn up by Prof. Sadler and illustrated by photographs giving a popular account of the Brunswick Street School at Manchester, the objects of which were recently explained in *The Journal*. It is indeed "a buzzing school." One of the photographs shows a merry group of girls and mistresses all paddling in a Derbyshire moorland burn; and one of the children writes of the summer outing: "Before Park Hall there were lots of fields and trees and lawns; brown and white rabbits were running about; it was like the Garden of Eden."

A MANCHESTER merchant has for the last three years offered two bursaries (£10 each), one for a man, one for a woman teacher, for the purpose of assisting teachers of modern languages to study in the countries the languages they are teaching. It is hoped that others may be induced to follow the example, which has so far produced very satisfactory results.

THE London County Council has lost no time in beginning its provision of secondary schools, so far as girls are concerned. The Council will open in September or October next a secondary school for girls at Manor Mount, Forest Hill, of which Miss Dangerfield has been appointed Head Mistress; and another at the Sydenham Technical Institute, of which Miss Metcalfe will be Head Mistress. Both these schools will be conducted under the new regulations of the Board of Education, and they are being equipped from the Council's educational stores with all the best appliances. Two other secondary schools are under consideration, namely, one near Dalston Junction and one in Fulham; and, if these are decided on, Head Mistresses will shortly be chosen. About a score of assistant mistresses will be required, with the usual qualifications, at salaries varying between £120 and £180, and these will have to be appointed during July. We assume that an advertisement will appear in the *L.C.C. Education Gazette*, but, as the time is short, candidates may as well apply at once.

THE Rhondda Education Committee, Glamorganshire, has appointed Mr. T. W. Berry to the post of Director of Education. Mr. Berry at present holds the post of Assistant Director of Education to the City of Manchester, and was formerly Director of Education, Withington, Lancashire.

AN interesting return has been prepared of all the members of the London School Board during its existence from December 1, 1870, to April 30, 1904. No subsequent Board can compare in weight and dignity with the first elected. It had for Chairman Lord Lawrence and for Vice-Chairman Sir Charles Reed, and included Prof. Huxley, Lord Sandon, Mr. E. N. Buxton, and among the women members Miss Emily Davis and Mrs. Garrett Anderson. For length of service Lord Stanley of Alderley comes easily first with twenty-four and a half years, but four others score twenty years and over: Dr. Gladstone, Mr. Gower, Mr. Lucraft, and Mr. Whiteley.

THE *American Historical Review* for April (Macmillan) contains two articles of special interest to the teacher of history—"Methods of Work in Historical Seminars," by George B. Adams, and "The Treatment of History," by Goldwin Smith.

THE first annual report of the Sociological Society shows a large accession of members and a growth of affiliated branches. Prof. Sadler's paper, read at the School of Economics, showed what the work of the Society should be in discussing the larger problems of educational theory. The annual subscription is one guinea, and full particulars as to meetings and publications may be obtained on application to the Secretary, 5 Old Queen Street, Westminster, S.W.

THE studentship of £80 a year, for post-graduate work, given in memory of Alice Hopkinson (late student of Newnham College) by her

mother, Mrs. John Hopkinson, has been awarded to Miss May, of Newnham College, who obtained a First Class in the Mediæval and Modern Languages Tripos, 1904.

THE REV. WYNNE WILLSON is the fourth Head Master whom Rugby has given to Haileybury. The first Head Master, Mr. Arthur Butler, is still among us, and was present on Speech Day. Then came Canon Bradby, a Rugbeian, though a Harrow master; and after him Mr. James Robertson, one of the ejected Rugby masters in Dr. Hayman's reign. Mr. Willson was a scholar of St. John's College, Cambridge and a First Class in the Classical Tripos of 1890. Mr. Malim, of Marlborough College, was again among the *proximes*.

NERO was probably a musician of taste and training, and it was artistic and classical music that he played while Rome was burning: so too the studies of the past carried on at Oxford, &c.—(Prof. Ray Lankester at Oxford.)

THE pamphlet on "The True Cost of Education," issued by the Head Mistresses' Association, suggests a scale of salaries (for particulars see report of annual meeting) far in advance of prevailing rates, but none except governing bodies of school companies will pronounce it too liberal. Parents have yet to learn that girls cost as much to educate as boys, and that to starve teachers is, in the long run, bad economy.

ST. PAUL'S SCHOOL has, not for the first time, the honour of having educated the Senior Wrangler, Mr. Littlewood, who is bracketed with Mr. Mercer, a Lancashire county scholar educated at Liverpool University.

THE Natural Science Tripos at Cambridge grows in popularity. This year in Part I. there are 30 First, 32 Second, and 35 Third Classes, besides the women, who number respectively 3, 6, and 6.

WE understand that the concordat on terms of tenure arrived at between head masters and assistants as represented on the Joint Committee presided over by Sir E. Fry, is likely to fall through, the Board of Education declining to act as a Court of Appeal, as was proposed.

SPEECH Day at Rugby, which was held on June 24, was distinguished this year by the unveiling of a medallion of the late Archbishop Temple, the work of Mr. Brock, R.A. The Bishop of Hereford, in his address, dwelt on the great personality of Frederick Temple—his tender devotion to his mother, "the very embodiment of filial love and care"; his affection for the sister who, by "intellect, strong character, and pure-minded enthusiasm, had done her part in the work of Rugby School"; his remarkable simplicity and directness of purpose, his concentration on the duty of the moment and of the day.

THE *Times* is now publishing a column of "Educational Notes" every Thursday.

MR. MOSELY has arranged a garden party, at the Botanic Gardens, Regent's Park, to meet President Murray Butler, on July 3.

HOWEVER convinced our American cousins may be of the effiteness of Europe (with the accent on the second syllable), they can make no complaint of English hospitality. As a send-off for Mr. Choate the Lord Mayor organized one of the most brilliant banquets ever held in London. Now comes the announcement that President Murray Butler, of Columbia University, New York, is to be honoured at a banquet with the President of the Board of Education in the chair. Dr. Butler fully deserves the compliment. To educational visitors to the United States, such as the Mosely Commissioners, he has shown unflinching kindness. His work as Professor of Education and Philosophy and as editor of the *Educational Review*, has given him a cosmopolitan reputation. We understand that many distinguished politicians and educationists will be present at the dinner which is to be given at the Hotel Great Central on July 5. Dr. Heath, of the Board of Education Library, and Mr. Hartog, of the University of London, are acting as honorary secretaries of the Reception Committee, which is making the arrangements for the dinner.

WE are glad to learn that the authorities of the Horticultural College, Swanley, intend to repeat the Nature-study course, which was attended by fifty-six students. The course will last from 31 July to 12 August, and the fee for teachers, inclusive of board, is five guineas. Application for forms of entrance, &c., should be addressed to the Principal.

MISS HARRIETT A. MARTIN, Head Mistress of the Cork High

School, has been appointed by the President and Council of Queen's College, Cork, to lecture in Education, for the post-graduate course, in preparation for the Diploma in Teaching of the Royal University of Ireland.

At the University College, Reading, Mr. W. G. Collingwood, the well known author of "The Life of Ruskin," has been appointed Master of the Art Department and Lecturer in Fine Art. Miss Eva Hebb, late technical mistress at the Clapham High School, has been appointed Lecturer in Domestic Economy.

MISS S. E. S. RICHARDS, M.A. Lond., scholar of the Royal Holloway College, who has for the last five years been classical mistress in the Hulme Grammar School for Girls, Oldham, has been appointed mistress of method in the Armstrong College of the University of Durham.

FOR the Head Mastership of the City of London School the three candidates selected by the King's and University College professors are the Rev. A. Chilton, Head Master of Emanuel School, Wandsworth; Mr. E. L. Fox, assistant master at Westminster; and the Rev. H. Bompas Smith, Head Master of Walsall Grammar School. The final choice will be made by the Court of Common Council on July 6.

FAME is short-lived. Lieut.-Colonel Newnham Davies writes in the *Observer*, à propos of the King's visit, on "Harrow Speech Days and School Songs." The author of the words, Mr. E. E. Bowen, is described as the mathematical master, and the author of the music, John Farmer, as "a German, a typical German." It may be true that when Old Harrovians sing "Forty years on" it has an "organ note of prayer"; but as written by an O.H. it is less impressive.

REVIEWS AND MINOR NOTICES.

"The Regions of the World."—*India*. By Colonel Sir THOMAS HUNGERFORD HOLDICH, K.C.M.G., K.C.I.E., C.B., R.E., late Deputy-Superintendent, Survey of India. (Price 7s. 6d. net. Henry Frowde.)

Sir Thomas Holdich is not only an experienced official surveyor and geographer: he also has the great advantage of being a vivid descriptive writer. The plan of the series relieves him of unwieldy statistics and minute details, so that he is able to seize the main features without encumbrance, and to impress with effect the really essential matters of geographical configuration and distribution. For a large and important part of the subject he is in a position to speak from personal observation, and for the rest he can confidently rely on many other authorities of approved ability and discretion. The publishers have furnished eight elaborate maps in colour, and 106 figures (black and white maps and diagrams). Though the treatment is technical, the skill of the author has rendered it quite popular, his style being direct and vigorous in the soldierly fashion rather than exact in the scholarly way. The references to the best literature on the subjects of the different chapters will be very useful. On the geographical side the volume is certainly one of the very best of the excellent series; on the social and economic side it lacks critical power, and, though reporting much that is characteristic and historical, is yet shaped, at many crucial points, on the commonplaces of Anglo-Indian superficial opinion.

After a comprehensive sketch of early India, Sir Thomas Holdich makes a careful survey of the north-western frontier, which should be of special interest and value at the present time. "The boundaries of Baluchistan and Afghanistan alike have been constant themes of irritation and discussion between the Government of India and her border neighbours (Russian, Persian, Afghan, and Baluch) for the last half century, and it is only quite recently (within the last few years) that territorial limits have been definitely set to them." The Persian boundary of Baluchistan, marked on the small inset map, might have been traced definitely on the larger coloured map, where it is not so easy to follow. It is especially instructive to show definitely the true British boundary on the north-west of the Indus, as distinguished from the Afghan boundary and the British "sphere of influence"—a distinction that gives large room for diplomatic casuistry. The new North-Western Province or political agency, it is to be carefully noted, includes not only territories within the pale of settled administration by the Indian Govern-

ment, but also "independent territories beyond the Indian frontier which are under tribal control." The very full and careful handling of the passes that are capable of strategic uses, even though the local peculiarities are not elaborated in detail, should open the public eye to the hopeless difficulties of a modern invasion of India from the north-west, all the way round from "the roof of the world" in the Pamirs to the sea-board of Makran. The most interesting ethnographical medley is seen in Baluchistan, the Dravidian element being specially remarkable; though "the strange conglomeration of mixed nationalities" in Afghanistan, and notably the tribal survivals jammed into the corners of "the wilderness of inaccessible mountains which we call Kaffiristan," are scarcely less striking. It does not appear particularly creditable to the British Intelligence Department that "it seems exceedingly probable that the roads and passes of Badakshan and the Kabul basin were better known to the Macedonians in the year 335 B.C. (before Alexander's advent) than they were to our people 'in the year 1900.'" Apart from its geographical character and surpassing beauty of scenery, Kashmir has a practical interest as the only Indian spot likely to "support a purely European colony such as might eventually prove a source of strength to the Empire in India." Meantime the hill-stations "are India's salvation; they alone make the permanent occupation of India a possibility." Moreover, "if there is contact at all between the ruling class and the people ruled, it is to be found in this social borderland," though, after all, "the average English official remains as utterly ignorant of the inner life and domestic habits of the Muhammadan or Hindu gentleman as he is of those of the Esquimaux." The treatment of the Himalayas is very instructive as well as interesting, and various popular misapprehensions are corrected. The description of the peninsula naturally follows the great rivers, and will amply repay close study.

About one half of the work is devoted to the people of India, the political geography, agriculture and revenue, railways, minerals, and climate. Generally, the author deals with the social and economic aspects in the usual Anglo-Indian vein, hardly ever displaying independent critical faculty on the points of acute conflict between Indian and Anglo-Indian views. "Such sedition as exists is fostered by the so-called educated classes, who regard agitation as a recognized way to obtain notoriety, and a possible means of livelihood." It would be an all but impossible feat to put such another quantity of misrepresentation into so few words. It is an amazing agglomeration of blunders, painfully indicative of inacquaintance with the men and the facts alike. "Every post or appointment, except the very highest in the land, is within the reach of a duly qualified native so long as it is a purely civil appointment": nominally, yes; but the actual working of the principle is a very different affair. We find little reference to education, and that little seems to indicate that education is scarcely a good thing for Indians; yet, if only a dozen males in a hundred, and one female in 150 or 200—and these only in a score of classes of the population—are able to read and write after more than a century of uncontrolled British rule, it is a phenomenon of singular import. There is no adequate appreciation of the questions that have been raised on the position of agriculture (the main-stay of four-fifths of the population), or on the assessment and collection of the revenue, or on the operation of the artificial rupee upon the mass of the people. Sir Thomas Holdich denies the alleged "drain on Indian resources to enrich England." "England," he says, "only gets paid for investments made in India, or for other services performed." "Only"—that is to say, he has no idea of the difference between a creditor country and a debtor country, or between a self-governing and an alien-governed country, or between the export of dividends and the spending or re-investment of them in the country where they have been earned. These are but samples of opinion, and always the opinions require to be read most critically. But the mass of facts, with which the opinions are intermixed, is very useful and illuminative.

A History Syllabus for Secondary Schools. Outlining the Four Years' Course in History recommended by the Committee of Seven of the American Historical Association. By a Special Committee of the New England History Teachers' Association. (D. C. Heath & Co.)

This small book represents the results of much thought, work, and consultation among a considerable number of Amer-

ican history professors and teachers. The American Historical Association, by its Committee of Seven, recommended a four years' course in history for schools—the ancient period, covered in the first year; mediæval and modern European history (800 to 1900) occupying the second year, English history the third year, and American history the fourth year. This syllabus was taken up by a committee formed by the New England History Teachers' Association, and this book is the result. It attempts to show how the recommended course can be carried out in practical daily work, an outline of the whole course in lessons covering four years being given. The utmost care has been taken in its preparation. The scheme was first tested by several teachers with their classes; the introductions and ample illustrations of the outlines were then printed as a preliminary report. This was again tested in the schools and discussed among the teachers before final emendation and publication. As the work progressed more than a score of teachers assisted in testing the recommendations and offering suggestions. Indeed, one rather wonders how, in such a multiplicity of counsellors, any definite, simple, and unified result was reached at all.

Of course, it is designed to meet the conditions of American education, especially the "new college entrance requirements," and, hence, may need modification in English schools; but, on the whole, the courses, suggestions, and books named are excellent, and the "Syllabus" should be of great assistance to every teacher of history.

Uniformity of method is not aimed at; but certain ideals are laid down as fixed, and various methods for their attainment—lectures, questioning, reading on the part of the students, research on special points by them, essay-writing, illustrations, map drawing, &c.—are copiously given, from which wealth each teacher can select what seems to him best for his own work. Every help is given. Books and portions of them are recommended for briefer or longer details of special topics, and as sources. The time to be devoted to each period is given as a percentage of the whole time that can be spent in a year on history teaching in any given school. The multitude of books named is overwhelming; but this is purposive, because in different places some only of the books may be found in public libraries, while in other places others on the list may be procurable. For English schools we should say that, if four years can be given, three years should be spent on the ancient and the mediæval and modern European periods, noting especially England's part in the latter period, and that the fourth year should be spent on the special study of England and her colonies. The book will be quite as useful as a guide in this case. We can emphatically recommend it to all teachers.

"American Teachers' Series."—*The Teaching of Biology in the Secondary School*. By FRANCIS E. LLOYD, A.M., and MAURICE A. BIGELOW, Ph.D. (8 in. \times 5½ in., pp. viii, 491; price 6s. Longmans.)

The contents of this volume consist of ten chapters on botany by Mr. Lloyd, followed by twelve chapters on zoology by Mr. Bigelow, including one on "The Teaching of Human Physiology." The authors are professors in the Teachers' College of Columbia University, New York. Their book is intended for teachers; and the two parts, though supplied with many cross references, are to all intents and purposes independent. Both parts, however, are written on the same plan, and both presuppose and briefly describe a course of Nature study to be gone through before work begins in either botany or zoology proper. The value of science teaching and of the science method in secondary education is then discussed, and the contents of each of the two sciences are described with this end in view. The authors are in no way bigoted, and deal with the matter of their respective subjects both as information and as discipline, keeping the amount which can be accomplished in the secondary school strictly within practical limits. But, even so, each demands about five hours a week in the high school to get through what is necessary—that is, during the course of from two to three years, which is the period described; and ten hours a week seems a somewhat large amount of time, though we cannot see that it can well be less, if the subjects are to be dealt with at all seriously. Naturally enough, in both parts the laboratory method is discussed at some length—and these are the best things in the book. In botany we begin with the fruits and

seeds of plants, and in zoology with the anatomy—as briefly treated as may be—of the crayfish or frog; and good reasons are given for both beginnings. Detailed discussions of courses in both subjects are given; laboratory apparatus is described, and where and how to get it; and throughout the book excellent lists are added both of works of reference and of books which contain fuller details of practice. Indeed, no pains have been spared to supply both the teacher and the learner with everything that can be wanted. Both authors are well aware of the value of books, but both urge that books should supplement and should not take the place of practical work in the laboratory and in the fields. There is not enough time for the learner to do everything for himself; he must, to some extent, rely upon the observations of others. But enough should be done by him, practically and in the way of research, to give him a true appreciation and understanding of the subject, and a practical knowledge of some of its problems and the method of solving them. More than this we cannot hope to do, and few schools do as much, while all along we must endeavour to lead the learner to realize and to appreciate the æsthetic value of the matters he deals with, and not neglect this side of the question for the sake of information and discipline. This, in addition to other things, the authors have tried to teach; and we do not think that they have tried in vain. A short but useful index concludes the volume.

Dante's Divina Commedia. Translated into English prose by the Rev. H. F. TOZER, M.A. (Price 3s. 6d. net. Clarendon Press.)

The author's plea that "this prose translation is intended primarily for readers who are not acquainted with Italian" somewhat disarms the Dantist who studies the greatest of all poems at first hand. Considering that Dante loses more in a foreign version, probably, than any other poet, ancient or modern, one may welcome Mr. Tozer's version as a scholarly attempt to achieve the impossible. Yet the truth and accuracy of his translation no one can dispute, while his prodigality of footnotes is amazing even in the region of Dante exegesis, if, in some cases, hardly flattering to the capacity of the student—as, for instance, in the introductory canto, where he thinks it necessary to explain that by the "Planet which guides men aright on every road" "the Sun" is meant. Every now and then there is a certain awkwardness of phrasing, as in the description of the lunar aurora at the beginning of Canto ix. in the "Purgatorio," which reminds one, as with a shock, of the impossibility of adequately rendering in prose the involved construction of the *terza rima*. Then his rendering of the famous "selva oscura" passage—"A hard task it is to describe that wood—so wild it was and rude and stern—which at the mere thought of it renews my fears"—is a sentence whose clumsy construction is hard to pardon. However, in spite of all such drawbacks, the translator has succeeded very fairly with some of the test passages, such as the Ulysses and Sordello episodes. And, if there is no striving after the picturesque, the sense is always absolutely unclouded; so that the student unversed in Italian could never be at a loss as to the meaning of the original. Strangely enough, unlike most Dante translators, including even Dean Plumptre, Mr. Tozer, instead of showing a marked falling-off in the "Paradiso," is distinctly more fortunate here than in the preceding divisions of the poem as far as happy translating goes. That any English version could ever give an adequate idea of the original, however well done, is, of course, a fact too evident to every Dante student to be insisted on. What foreign tongue could ever reproduce the ecstasy, the indescribable *élan*, of—

"O gioia, O ineffabile allegrezza!"

and all that follows; though Mr. Tozer's bold rendering of "io sovente arrosso e disfavilla" by "I oftentimes blush and flash with fire" is certainly forcible? Altogether, the book before us may be well recommended to those in whose interests it was written, besides fulfilling the aspiration of the author by contributing "something towards the more perfect translation of the future," as by its scholarship and research it is bound to do.

The One and the Many. By EVA GORE-BOOTH. (Price 2s. 6d. Longmans.)

This book deserves an essay and ought not to be fobbed off with a mere paragraph. It brims over with the mystery and poetry of the East and of the ancient religions as well as with the sweet lilting melody so often characteristic of the songs of the Western Gael. Even the over-long crooning lines of some of the chants—Whitman-like and fascinating—have a certain rune-like charm; and the halting irregularities and brevities that occasionally mar the pure music of some fine lyric can, though slightly illegitimate, be humoured often into a very lovely rhythm by any reader who takes the pains to discover just where the poet had intended that the pause or stress should come. But, though Coventry Patmore and Mr. Robert Bridges might both in their diverse ways have taught the author a thing or two, it seems

childish to dwell upon such detail of form when the substance is such vital poetry—poetry enough to furnish forth with the divine fire some hundred jog-trot lyrics who take a lower and less individual pathway. The vision and the ecstasy, the ineffable allurements of this “fire-lit cottage” of our earthly home, with its dews and sunsets and roses and harebells and dear human faces; the transcendent glory behind the veil, saddened and darkened here and there by the glooms of a noble, but limited, theosophy, as in the author’s reference to “the indifferent lost dead”; much, too, of the wonder of what has been spoken of elsewhere as that sea which “unites because it divides”—may be found in these very remarkable lyrics. Miss Gore-Booth is a poet for poets, and, if she misses her mark, it will not be for lack of inspiration. The type is clear and pleasant. If the book reaches another edition, the obvious misprint on page 4—“dips” for “tips”—will doubtless be remedied.

The Practice of Self-Culture. By HUGH BLACK.
(Price 3s. 6d. Hodder & Stoughton.)

This is a fine book. The same ideas recur again and again in varying forms, but that only adds to its educative value. Simple, lucid, convincing, it appeals to all, without distinction of sex or age; but it is evidently addressed mainly to the plastic age of youth, and the re-appearance of the same principle in varying, but always attractive, guise will only increase the cumulative impression. Moreover, not seldom the recurrence is not merely deliberate, but also necessary. As in a proposition of Euclid the earlier assertions are repeated to give added weight to every new demonstration, so also in this Froebelian theory of self-culture—including, as it should do and as it does, the body and the soul as well as the mind—every new proposition rests upon a kindred truth and all have the same fundamental basis in the belief that every individual human life is an implicit harmony of powers—physical, mental, spiritual—in which the educative development should be concurrent and mutually helpful in progressive evolution and discipline; so that to sacrifice all to any one faculty, or set of faculties, in such a way as to outbalance the rest is to risk an abnormal or stunted manifestation of the divine ideal which every man has in trust—an ideal to which duty to others, however, can never be sacrificed without striking at the very heart of the ideal itself. The most serious criticism which suggests itself with regard to this book is, after all, a trivial one. Mr. Black would have done wisely to give the reading of the proof to some friend to correct the misplaced “shall’s” and “will’s” and some careless slips of grammar which are blots on the otherwise admirable style. To sum up, it is a wise and delightful book in which the wisdom occasionally finds expression in a very telling and epigrammatic form, as on pages 66, 67, and 68.

Tennyson's Princess. With Introduction and Notes by ETHEL FRY.
(Price 1s. 6d. Blackie.)

It is not fair to compare a school edition with a University edition; yet we cannot help contrasting these notes to “The Princess” with Prof. Bradley’s notes to “In Memoriam.” The one editor never passes over a difficulty, and, if he does not solve it, gives us all the factors of the problem. Miss Fry rarely throws any new light on a vexed passage, and she passes over much that is obscure. She has not gone to the fountain head or availed herself to any extent of the comments given in the Life of Tennyson. “The scene of the Prologue is Swainston, the seat of Sir John Simcox”—so runs the first note. The Memoir would have informed her that the scene is laid at Park House, the seat of the Lushingtons, near Maidstone, and that the festival of the Mechanics’ Institute is a study from the life. “The Rhodope that built the pyramid.”—The confusion with Rhodopis is pointed out, but the mistake in form and quantity is not accounted for. Emmanuel Kant will hardly be recognized as an “astronomer of the eighteenth century.” That within the Arctic Circle the sun is visible for at least twenty-four hours on one day in the year is a curious piece of information. “Un Philosophe sur les Toits” is a work of Emile Souvestre with which we are not acquainted. The *rostra* of the Forum is not pulpits, but pulpit. To say that Louis Napoleon was elected Emperor by the *Coup d’Etat* is a strange way of putting it. “To walk with Death and Morning on the silver horns” is, it is true, “somewhat difficult of interpretation”—like the typical “awful rose of dawn,” rather to be felt than explained, but there can be no doubt that the primary reference is to the Silberhorn, and the description of a glacier torrent as “a dark stream of ice-cold water” shows that the editor is not familiar with the Alps. “Blanch’d in our annals, and perpetual feast” is no instance of Zeugma, as the comma sufficiently shows. The editor has been misled by Mr. Wallace. Judged by the highest standard, the work is defective and faulty, but it is quite up to the average of school editions of English poems.

A Dialogue. By A. H. GILKES. (Price 1s. net. Longmans.)

The first object of “A Dialogue,” the author tells us, is to exemplify the position of Socrates at Athens, and the subject matter, the present doctrine and teaching of the Church of England, is a secondary consideration. This being so, we may be excused from expressing any opinion on the validity of the argument, and need only judge the work from its literary side. It is told of Jowett that he once started a course of lectures on Plato by asking the class why the Athenians put Socrates

to death, and, after receiving various stock answers, said: “No, it was because he was a bore.” Assuredly this interpretation of the character of Socrates is well sustained by the protagonist of the dialogue, Mr. Smith, a candidate for “the post of secretary in the four dioceses” the bishops of which are the interlocutors. But we cannot say that the bishops are worthy counterparts of Adeimantus and Polus, Alcibiades and Gorgias, or any of the living characters of Plato’s dialogues. They yawn, they grunt, they grin, they “smile noisily,” but they answer in monosyllables and allow Mr. Smith to preach to them an after-dinner sermon of some fifty pages. But it is only fair to give a sample of the conversation:—

“Is not redness a quality that can be seen?”

“Yes,” said the Bishop.

“And it makes a thing red, not blue?”

“Yes,” said the Bishop.

“And is not fastness a condition that can be observed?”

“Yes,” said the Bishop.

“And does it not make those who are influenced by it fast? As, for instance, those who sit in a railway train or a motor-car travel fast?”

“Generally,” said the Bishop.

And so on for pages. The present Bench of Bishops may not be distinguished for intellect, but to represent four bishops submitting for hours to such scholastic logic chopping and never scoring a point is a *scandalum magnatum*, and, what is far worse, a sin against art. If Socrates was poisoned as a bore, Mr. Smith should be put into a lethal chamber as a prig.

Carthusian Memories, and other Verses of Leisure. By Dr. HAIG BROWN. (Price 5s. net. Longmans.)

The happily chosen motto from Horace,

“Nec recito quidquam nisi amicis, idque coactus,”

is a sufficient apology, if one be needed, for this pleasant little volume. Most of the verses are, so to speak, esoteric—prologues, epilogues, and school songs—that will appeal mainly to Carthusians, but there are, besides, several neatly turned sets of Latin and Greek verse. Three of these were apparently *Westminster Gazette* competitions, and, though none of them won a prize, they are remarkable productions for an octogenarian. The French versions seem to us less successful. “Es-tu orphelin?” is an hiatus hardly permissible even in a nursery rime, and “veux tu me marier?” should surely be “veux-tu m’épouser?” The Latin rimes are very happy. Here is the first stanza of the Hymn for Founders’ Day:—

“Auctor omnium bonorum,
Vita fortium virorum,
Spes salutis homini;
Tibi reddimus honorem
Propter nostrum conditorem
Servitorem Domini.”

Septem Psalmi Penitentiales. Versio elegiaca facta a RICHARDO JOHNSON WALKER. (Price 5s. net. S. Bewsher.)

The seven psalms that Dean Colet bade his scholars repeat (not sing) walking two and two have been rendered by the Rev. R. J. Walker into Ovidian elegiacs. It makes a choice booklet, with the Hebrew text facing the translation. The version is smooth and, at the same time, close, but how alien are the Hebrew psalms from the genius of Rome!

“Sed tua facta tamen memini tempusque peractum

Et studium in gestis ponitur omne tuis.

Te, Deus, affecto manibus te pectore toto:

Te sitio pluvias ut sitit ustus ager.”

How unintelligible this would have been to Ovid or even to Propertius! The only flaws that we have detected are some antiquated spellings, as *lachrymae*, and one or two doubtful words and phrases, as *prospicuari* and *ad instar*.

The Classification of Flowering Plants. By A. B. RENDLE. Vol. I.: *Gymnosperms and Monocotyledons.* (Price 10s. 6d. net. Cambridge University Press.)

The system here adopted is, in its main outlines, that of Engler, which has the great merit, in comparison with previous classifications, in discriminating between the primitive apetalous orders and those orders which have near allies among the polypetalous groups. Though modern investigation has tended to differentiate the Gymnosperms and Angiosperms, both are here treated as parts of the great primary group of the Phanerogams. The illustrations, though few of them are original, are well selected, and will enable any reader who has a fair grounding in botany to follow the text. Dr. Rendle’s style is singularly clear and exact.

In loco parentis: Chapters on Institution Life and Work.

By Rev. M. G. VINE. (Price 2s. 6d. net. Murray.)

Mr. Vine is Warden and Chaplain of the Philanthropic Society’s Farm School at Redhill, and he gives in broad outline the results of his experience in dealing with the class whom we may, without offence, call charity boys. The secret of success, according to Mr. Vine, lies in the personal influence of the officers and in attending to the individual

character of the scholars. This is sound doctrine, but we cannot help regretting that the author has not descended to particulars. What should be the proportion of teachers to taught in such an institution? When and how should technical training be begun? How far is it desirable to segregate waifs and strays in separate institutions? To such inquiries the reader will find no answer.

"Golden Treasury Series."—*Poems of Christina Rossetti.*
(Price 2s. 6d. net. Macmillan.)

We welcome this edition, which, though not complete, like the edition of 1904, gives all that is best worth preserving of one whom we should be inclined to place second among the women poets of the last century. The poems have been selected and arranged by Mr. William M. Rossetti. It is a delicate matter for a brother to balance the poetic claims of a brother and sister, and we cannot concur in his judgment. We hope, in future editions, extracts from reviews which follow the preface will disappear. Who cares what the *Baptist Magazine* or the *East Anglian Times* thought of Christina Rossetti?

Lux Mundi. (Price 2s. 6d. net. Murray.)

It is a hopeful sign of the times that there should be a demand for a cheap, popular edition of a serious contribution to Christian philosophy written from an independent standpoint and without party bias. Much has happened since Bishop Gore wrote the preface to the tenth edition, and we cannot but wish that he could have been persuaded to add a word on recent developments of theology.

Sonnenschein's "Dictionaries of Quotations."—*Dictionary of Battles.*
By T. B. HARBOTTLE. (Price 7s. 6d.)

The learned author did not live to see this work through the press, and the final proofs have been corrected by the general editor, Colonel Dalbiac. The paragraphs on each battle are skilful summaries. We have tested it for two periods, and discovered no omissions or mistakes. A line giving a reference to histories, &c., would add greatly to the value. The volume is brought up to the Russo-Japanese War.

The State of England in 1685. (The Third Chapter of Macaulay's "History.") With Introduction and Notes by H. CLEMENT NOTCUTT. (Price 2s. Blackie.)

Prof. Notcutt has provided his pupils in Cape Colony with a serviceable edition of the best known chapter in Macaulay's "History." He is content with the *role* of expositor, and does not attempt to correct or illustrate. There is an amusing appendix on "Macaulay at the Cape." Sir Charles Trevelyan's name is not, as stated, absent

from the list of passengers of the "Lord Hungerford," but misspelt "Trevellyan."

A Boy's Control and Self-Expression. By EUSTACE MILES. (Price 6s. Published by the Author, Cambridge.)

The title is not self-explanatory, but with the author's name it is easy to infer that it is a book on training, mainly physical and dietetic, but including excursions on ethics and religion; not a formal treatise, but pleasantly discursive and conversational; well worth the consideration not only of gymnasts and gymnastic teachers, but of all who have to do with the training of youth; not a book for the drawing-room table, for it treats some subjects not mentioned in polite society, but thoroughly healthy, and avoiding all morbid anatomy.

"The Jack Readers."—Book V. By T. CARTWRIGHT.
(Price 1s. 6d. Jack.)

We have already commended these Readers for combining real literature with simplicity and variety. The present volume, to give specimens, contains "The Mutiny of 'The Bounty,'" "The Cane-bottomed Chair," and "The Revenge." It is roughly, but effectively, illustrated.

Stories of King Arthur and his Knights. By U. WALDO CUTLER.
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This is a scholarly version of Malory in plain English, which yet adheres closely to the original. It is enriched by reproductions of pictures by Burne-Jones, Rossetti, and other artists. It is wonderfully cheap at the price, and should find a wide circulation as a reading book in preparatory schools and the higher standards of elementary schools.

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The old ballads first collected by Joseph Ritson have been used as the material for a continuous prose narrative. The work is not badly done, though peppered too thick with "grammercy's" and "by my troth's" for our taste. We cannot, however, recommend it, like the Malory volume, as improving reading.

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The Woman Trustee, and other Stories about Schools.

By C. W. BARDEEN. (Bardeen, Syracuse, N.Y.)

These half-dozen short stories are crisp and cleverly plotted. They are well worth glancing at as showing a side of American school life that is not revealed in the report of the Mosely Commission.

From Mr. George Allen we have the original edition of Ruskin's *Sesame and Lilies* in a beautifully printed little volume, price 1s. net.

Among reprints we have to acknowledge Mrs. JAMESON'S *Shakespeare's Heroines*, ARTHUR YOUNG'S *Travels in France* ("The York Library," Bell, each 2s.); SHERIDAN'S *The Critic and The Rivals* (Heinemann, each 6d. net); Scott's *Waverley* ("Illustrated Pocket Scott," Macmillan, 2s. net); Mrs. MOLESWORTH'S *Carrots* (Macmillan, 1s.); DICKENS'S *Pickwick Papers* (Macmillan, 2s. net); THACKERAY'S *Henry Esmond* (Nelson); RENAN'S *Apostles*, translated by W. G. HUTCHISON; INGERSOLL'S *Lectures and Essays* (Watts, each 6d.); *Robinson Crusoe*; NAPIER'S *Battles of the Peninsular War*; *Drake's The World Compassed* ("English School Texts," Blackie).

We have received from Messrs. West, Newman, & Co., of Hatton Garden, specimens of their *Attractive Pictures for brightening Schools*. These are a series of landscapes by Luther Hooper and other water-colour artists reproduced in colour. The composition of "The End of the Day," a Normandy river scene, and of "A Scottish Loch" is excellent. The colours are described in the prospectus as "glowing," and we confess that they strike our eye as a little crude, but as decorations for a class-room this is a fault on the right side. Each picture measures 32 x 20 ins., and the price (singly) is 5s., or framed 10s.

We have received from Mr. Edward Arnold nineteen volumes (XVI. to XXXIV.) of *The Laureate Poetry Books*. These booklets are printed in bold type on stout paper, and contain on an average fifteen hundred lines. For the purposes both of repetition and of reference they will be hailed with delight by teachers of English literature. Nothing but standard poetry has been admitted to the series, and much that before could only be obtained for shillings is now procurable for as many pence. A similar series of Arnold's *Prose Books*, published at the same price, contains selections ranging from Bacon to Froude.

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REPORT OF REGISTRATION COUNCIL FOR 1904.

THE Report of the Teachers' Registration Council which was circulated to the press about the middle of last week is dated February 10. For this delay in publication the Board of Education is solely responsible, and the effect, whether pre-meditated or not, has been what we anticipated: the Report has been treated by the general press as of no more interest than a last year's almanack. What can the general public be expected to care about a roll-call of teachers, Columns A and B, and the expenditure of a few thousands when there is a hue and cry after the speculators and jobbers who have made away with millions in South Africa? Yet this Report, when we read between the lines, reveals a serious crisis in education. The collapse of the Teachers' Register, which it indicates as a not remote possibility, would be, not perhaps a national calamity, but a serious set-back to educational progress; and the Report is indirectly an arraignment of the Board of Education, no less than the Butler Report, is an arraignment of the War Office.

On the face of it the Report bears no such interpretation. It is, in the main, the record of the routine work carried on in a public office. There has been a steady influx of applicants for registration. Thanks to the quickened action of the Board in the recognition of schools, cases have been dealt with more promptly than in former years, and the number suspended is small. The finances are prosperous; there is a large balance at the bank, and all seems to go on wheels. We have to remember that the Registration Council is a purely administrative body, whose sole duty is to carry out the Orders in Council framed by the Board of Education. It is only in the last paragraph of the Report that the Council, exceeding for once its proper function, utters a grave note of warning: "The stultification of the Register, which a continuation of this state of affairs must shortly bring about, is a contingency which the Council cannot but view with grave apprehension."

The conditions which in the opinion of the Council threaten a collapse of the Register are briefly these. In March, 1906, the temporary regulations for registration cease to be operative.

Hence every teacher applying for registration after that date must, in addition to his other qualifications, have undergone a year's course at a training college or else have spent a year as a student-teacher at a recognized school. But, as is pointed out, while some 150 women are already registered under these regulations, and for women satisfactory provision is being made whereby they can fulfil these conditions, up to December 31, 1904, only four men had been registered under Regulation 3. Moreover, "at eleven out of the thirteen institutions of Appendix D at which men can be trained, only 66 men in all—of whom 30 are at one institution—are going through a Training Course for Secondary Teaching." As for student-teachers, only three schools for boys (all schools under the Society of Friends) had up to date been recognized for the purpose.

There is no need to point the moral. A Register barren of men is, like the city of Sophocles, naught.

So far little blame can justly attach to the Board of Education. Training was rightly laid down as a condition of registration, and, though more might have been done to encourage provision for training and to give an official sanction to registration, yet the fault must lie mainly at the door of head masters who have done nothing to provide training and have shown no desire to engage trained teachers. The only possible solution would seem to be a further extension of the years of grace, but, if this is adopted by the Board, we hope it will be made clear to the profession that the principle is not abandoned, and that this is positively the last offer of the Sibyl. It is significant that the Council in discussing the dearth of duly qualified men teachers ignores completely Column A. On turning back we find in the Report that "certain additional lists for the compilation of Column A have been furnished by the Board, and the Council have laid before the Board a statement of the difficulties, financial and otherwise, connected with the upkeep of this section of the Register, and have offered some suggestions thereon." We should like to have heard what these suggestions are, and we hope that, when the Consultative Committee have reported to the Board, the suggestions of the Council together with the Report of the Committee will be made public. The wonder is how the irrational, illogical, and (as it has proved) unworkable scheme of Columns A and B can have lasted for three and a half years. Herein, too, the Board of Education moves on parallel lines with the War Office.

To pass to statistics, no attempt is made to furnish any for Column A. "Nos numerus sumus" is the badge of the teachers whom Mr. Sharples represents. On Column B, up to the end of the year, 7,671 teachers had been registered—3,630 men and 4,041 women; the number rejected was 2,065, and the number not dealt with 381.

It is instructive to note under what clauses of the regulations these 7,671 teachers have been admitted. Under Regulation 3—*i.e.*, the permanent conditions—as already stated, there have been only 153 entries. The number engaged as teachers at a recognized school or schools other than elementary for three years next preceding application is 2,862, and for periods equivalent to these three years 370; as possessing a teaching diploma and producing evidence of teaching experience extending over three years, 336; as head masters or head mistresses of recognized schools other than elementary for a year previous to application, 2,333 (1,048 men and 1,285 women); as "exceptionally qualified teachers," 16 men and 2 women. Under "ten years' experience of teaching other than elementary," with evidence of ability to teach, 1,599 (441 men, 1,158 women). Of these only 142—less than 10 per cent.—possess the academic qualification laid down in the Order.

We have strongly urged the plea for leniency at starting on the precedent of the Medical Register, and the ten years clause is a concession on the part of the Board that has been generally approved by the profession. The difficulty experienced by the Council in testing "ability to teach" has been satisfactorily met by referring candidates who offer insufficient evidence to an assessor appointed by a University or other examining board. It is significant that of 150 applicants more than half declined the offer. In the case of head masters, we incline to think that leniency has been pushed too far. It is quite possible for a man or woman to be the head of a successful school without even teaching himself or possessing the ability to teach. We regret, too, that "the Board were unable to concur with the suggestion submitted by the Council respecting the desirability of empowering the Council to place some restriction on the

admission to the Register of joint head masters of small schools." We believe it is a fact that there are two ladies registered as joint heads of a school of twenty, and that a school of fifty is credited with three head mistresses, which (as Euclid says) is absurd.

"Early in the year the Board decided that it was not desirable to incur the large expense which the printing of the Register would entail. The Board further stated that the requirement of Section 14 of the Teachers' Registration Regulations would be met by placing the Provisional Lists for Columns A and B of the Teachers' Register open to public inspection without fee for such time as the Council thought fit." The Council make no comment, but our readers will not fail to detect the somewhat disingenuous subterfuge whereby the Board seek to cover their retreat and avoid a fresh confession that they have failed to carry out the Order framed by themselves. "The Register and every Supplemental Register shall be published annually"—so runs Section 14, and the Schedule prescribes that "the name of every teacher shall be set forth in alphabetical order." It is an old story, with which our readers are familiar. The Registration Council interpreted "publish" in the ordinary sense of the word, and set to work with the full knowledge and consent of the Board to prepare for the press, obtaining estimates from various firms of printers, and pointing out to the Board how the incomplete state of Column A (for which the Board alone were responsible) blocked the way. Then the legal astuteness of Sir William Anson discovered that publication does not mean printing, and that it was only necessary for the Register to be on view. But no ingenuity, either legal or political, can get over the fact that "provisional lists of teachers, registered under Columns A and B," do not constitute the Register of the Act, and that we are no nearer the completion of this Register than we were in 1902.

This brings us to the last section of the Report with which we propose to deal—finance. No balance-sheet is published, but it is easy to calculate that the gross receipts of the Council to the end of 1904 were not far short of £8,000, of which sum over £3,000 was received during the last year. The net profit is reckoned at £2,300, and it is estimated that by March 31 of the current year it will fall not far short of £3,000. If, as the Council observe, the Board had carried out its original intention of printing the Register, this profit would have been more than swallowed up, and it was on the ground of expense that the Board refused to sanction the printing. Well and good; but what becomes of the Board's refusal to "pay to the members of the Council out of the registration fund such fees for attendance at meetings as may be approved by the Board of Education"? For the first year the Council gave their services gratuitously; in 1903 they applied to the Board for very moderate attendance fees (the estimated maximum total was £500), in accordance with the Order. The Board replied that there were no available funds. It is not a matter to which we attach great importance; yet we think that here, too, it would be well to follow in the lines of the Medical Register. Members of the Medical Council receive a fee of five guineas for each attendance. A Registration Council should represent the profession, and include active teachers—assistants as well as heads. Few assistant masters or mistresses can afford to devote to the public service some hundred hours a year: still less to pay for the substitute that governing bodies might reasonably require. The fact that the present unpaid Council have put in over 70 per cent. of the possible maximum of attendances at Council meetings and Committees is no argument to the contrary.

HOW WE ARE GOVERNED.—Even at the present day, in some civilized States, a body of clerks, without any pretence to an education in the knowledge of Nature, headed by gentlemen of title, equally ignorant, are entrusted with, and handsomely paid and rewarded for, the superintendence of the armies, the navies, the agriculture, the public works, the fisheries, and even the public education of the State. When compelled to seek the assistance of those who have been trained in the knowledge of Nature (for even in these States there are a few such eccentric persons to be found), the officials demand that such assistance shall be freely given to them without pay, or else offer to buy the knowledge required at the rate paid to a copying clerk—(The Romanes Lecture, 1905.)

SYSTEMS OF PHYSICAL EDUCATION.

By WARWICK M. VARDON.

TWENTY years ago it was almost impossible for a woman to train scientifically as a teacher of physical education; now there are eight or ten colleges where theory and practice may be studied. The first-established of these trained solely under the Swedish system, and for some years principals of schools were unable to obtain any but teachers holding Swedish certificates. After a time a demand arose for teachers capable of imparting a more recreative system than that of Ling, which, beneficial as it undoubtedly is, does not hold the interest of pupils to the same extent as some others. Swedish drill may not be performed to music, and this has doubtless much to do with its unpopularity with many. Hand apparatus such as wands, dumbbells, Indian clubs, &c. are not used, nor many safe and useful gymnastic appliances.

To satisfy the demand for women teachers trained to conduct the physical education of girls and women by the use of the appliances found in any ordinary gymnasium, several colleges have of late years been opened. In these the British and German systems are taught—the methods that have been employed for many years in this country and in Germany and America.

The two systems include free exercises, exercises with dumbbells, wands, bar-bells, Indian clubs, &c., besides gymnastics on ladders, ropes, horse, parallel bars, rings, &c. Each has some special advantage; so the modern college trains in both systems.

The British has a great variety of drills, which are all performed to music. In no case are exercises arranged to fit music, but music suitable to the type of exercise is chosen. "Music may be considered," says Eustace Miles in his "Physical Educator," "a part of the British system. The Ling system forbids it. The German system uses it, but does not vary it scientifically." The employment of music adds great attraction to drill, and it is found that pupils (especially young ones) enjoy their lessons, and consequently benefit more by them. Teachers of other systems frequently fall into the error of calling the Army system the British system. The authority quoted above describes the Army system as "the slow work taken out of the British system." What remains after the slow work has been deleted is the light, quick, swinging work and the leading-up work; and this is what, in physical training colleges, is taught to girls and women.

The German system excels chiefly in its variety of apparatus exercises. "It uses apparatus most wisely and carefully, graduating the exercises in a way very rare in England."

There may not be a perfect system of physical education, but experience has proved that the Anglo-German combination is as near the ideal as we may expect to get; at all events, many heads of schools have satisfied themselves that it suits the English temperament and builds up harmoniously-developed bodies.

ASSOCIATION OF HEAD MISTRESSES.

THE Annual Conference of the Association of Head Mistresses was held this year, by kind invitation of Miss Mowbray, at the Winchester High School, on Friday and Saturday, June 2 and 3, the President, Mrs. BRYANT, D.Sc., Litt.D., in the Chair. About a hundred and forty members were present, including Miss Beale, LL.D.

The Conference was opened by Dr. BURGE, Head Master of Winchester College, who welcomed the Association to the home of a system of education which for centuries had been identified with one of the most abiding forces of our national life—the public-school system of England. It was William of Wykeham whose genius had laid the foundations of a system with one single aim—that of training English boys to appreciate something of the duties and responsibilities of true citizenship in a free and self-governing country. Whether William of Wykeham had contemplated a similar system of education for girls, he could not say, but he was a man large-hearted enough to know that our girls should have the fullest opportunities of widening their sympathies and cultivating their intelligence by receiving the very best that education in the highest sense of the term had to offer. The presence of the Head Mistresses' Association in Winchester was a signal proof that a movement with that aim in view was one of the most vigorous and fruitful

of our time. He bade the Association welcome to Winchester because he felt that they were carrying on and widening the purpose for which William of Wykeham had founded Winchester College. It was very important to bear in mind that the education of our girls is absolutely as vital, essential, and real a factor in the well-being of England as the education of our boys. It was not a thing to be played with or trifled with, to be taken up and laid aside, questioned or half believed in. It was a thing to which we all, men and women, parents and teachers, and, above all, pupils, must give the same loyalty, the same faith and devoted attachment which has made the strength of our public schools for boys.

After the transaction of routine business, and the presentation to the President of newly elected members, it was announced that the following had been elected to serve on the Executive Committee till 1909:—Miss Mowbray, Winchester High School; Miss Burstall, Manchester High School; Miss Walker, Roan School, Greenwich; Miss Major, East Putney High School; and Miss Foxley, Queen Mary's School, Walsall.

Miss F. GADESSEN (Blackheath High School) then proposed:

"That this Conference approves the action of the Executive Committee in appointing representatives on the Council of the proposed College of Secondary Teachers, and, in the event of such College being established, agrees to subscribe for the next five years £25 a year plus a capitation fee of 5s. for each ordinary member of the Association."

Miss Gadesden outlined the negotiations for amalgamation which had been carried on with the College of Preceptors, who were considering the possibility of applying for an amended charter for the proposed College of Secondary Teachers. For years past it had been obvious that serious steps ought to be taken to gather into a federation the various associations of secondary teachers, so that when the occasion arose their Council might speak with decision and authority on important issues, and thereby the interests of education might be focussed, asserted, and supported. The passing of the proposed resolution would be one step further in carrying out a large scheme of federating associations of secondary teachers.

Miss DAY (Grey Coat Hospital), in seconding the resolution, drew attention to the value of the work accomplished in the past by the College of Preceptors, who were the first body to institute examinations and the first body also to admit women as members.

The resolution, on being put to the vote, was carried unanimously.

Miss F. GADESSEN, as Chairman of the Educational Administration Sub-Committee, then moved the adoption of that Committee's report. She drew attention to the Board of Education's new Regulations for Secondary Schools, which met many of the Association's objections to the Regulations for 1904-5. These objections had been embodied in a memorandum printed on pages 16 and 17 of the Annual Report, and had been presented to members of the Board of Education at a deputation from the Association on December 7. The Head Mistresses had deprecated the requirement that three hours' science teaching a week for four successive years should be given in girls' schools; they had drawn attention to the desirability of maintaining in girls' day schools the freedom of the afternoon, and to the expediency of omitting housewifery from the compulsory subjects in the four years' course; and they had emphasized their desire for freedom in the organization and working of their schools. The members of the Board of Education who received the deputation had expressed their sympathy with the Head Mistresses' views, and it would be found that the Regulations for 1905-6 were considerably modified from those of last year. The Committee had also considered the question of co-education, and had prepared and issued a preliminary pamphlet on the subject. Resolutions dealing with various points for consideration mentioned in the pamphlet were placed on the agenda.

Miss OTTLEY (Worcester High School) proceeded to move the first of those resolutions, as follows:—

"That, while accepting the principle that co-education has advantages in the case of children under the age of ten, and realizing that in small country places and under other circumstances of special difficulty co-education may be the best solution available, the Conference considers that after the age of ten it is in general undesirable under present conditions in this country for the following reasons:—(i.) That the head of a co-educational school for pupils above the age of ten is usually a man, while the health and character of girls need the care and control of a woman with complete authority and responsibility."

She said she wished to insert the words "and other" between "the following" and "reasons."

Miss BENDER (Swansea County School) moved the second part of the resolution, viz.:

(ii.) "That the curriculum adopted for boys, between the ages of twelve and sixteen especially, is unlikely to be the best for girls, in consideration more particularly of their health and development at that age."

She was of opinion that a woman was needed to watch for indications of character and health in the girls, in order to control, modify, and counteract them. In dealing with the education of boys and girls

between the ages of twelve and sixteen no one could fail to be struck with the marked difference in their physique and mental development. A boy could take an extra hour's work without its interfering with his appetite, his sleep, or his play; but an extra hour's work meant to a girl much additional physical and mental strain, and added greatly to her worry. A girl had often her music to practise, and an extra hour might be a fatal mistake for her and injuriously affect her after life. Too long hours of science and active work such as appealed to boys was not good for girls, on account of the long standing and strain. A girl's mind was more sensitive and open to the emotional side of life than a boy's, and a prominent part of her education should be English and literary subjects. Thus, both on account of quality and of kind, the education of boys and girls should differ. Mistresses who had worked in dual schools all agreed that co-education was good for the boys, but that the girls suffered. The tendency in such schools was always to consider the interest of the boys—the boys were always the prominent factor. Girls who were ready to ask questions freely in such subjects as history and Scripture—questions such as they often would not be willing to ask their people at home—were not willing to do so when boys were present. There were also small matters, such, for instance, as the changing of shoes, which were important both for the health and manners of the girls, which would be neglected in co-educational schools.

Miss OTTLEY seconded the resolution.

The resolutions, on being put to the vote, were carried unanimously.

As Chairman of the True Cost of Secondary Education for Girls Sub-Committee, Miss LEE (St. Albans Church High School) moved the adoption of the report of the Sub-Committee. She drew attention to the fact that the leaflets on salaries of assistant mistresses and on the cost of building, equipment, and maintenance of secondary schools had been largely circulated, and proposed:

Assistant Mistresses:—(a) "That the minimum initial salary for a fully qualified mistress giving her whole time should be not less than £105 to £120, rising to £150." (b) "That provision should be made in every secondary school for salaries on a higher scale between £180 and £200, and occasionally rising to £300."

Head Mistresses:—(a) "That no Head Mistress should receive from the time of her appointment less than a salary of £300." (b) "That the general range of salaries should be between £350 and £700; but that, in the interests of education, for the sake of the encouragement which is thereby given to all teachers and the gain in the attractiveness of the teaching profession, there should be, as at present, some prizes of substantially higher value."

The resolutions, on being put to the vote, were carried unanimously, with the addition of the words "non-resident" after "mistress" in the first line of both resolutions "a."

Miss GAVIN (Notting Hill High School), Chairman of the Training of Special Teachers for Junior and Preparatory Work Sub-Committee, moved the adoption of the report of the Sub-Committee.

Miss F. GADSDEN, in moving the adoption of the report of the Relative Values of Examination Sub-Committee, said that the Committee's work had been successfully accomplished, as the Board of Education had agreed to accept as a qualification for registration, under certain conditions, a Higher Local Certificate, gained by passing in three groups, the fourth group being replaced by an Oxford and Cambridge Higher Certificate, or Senior Local Certificate.

Mrs. WOODHOUSE (representative of the Association on the Teachers' Registration Council) reported shortly on the work of the Council during the year.

On Friday, June 3, Mrs. BRYANT, D.Sc., delivered her outgoing presidential address, which, by request of the Conference, will be printed.

The election of the President for the years 1905-7 then took place. Miss Florence Gadesden, M.A., of the Blackheath High School, was unanimously elected.

After the re-election of Miss Sheldon (Sydenham High School) as Treasurer, Miss MCCROBEN (Wakefield High School) reported the discussions which had taken place at the meeting of members of Education Committees held on Friday morning, and mentioned that the meeting had decided that the conference to which women members of Education Committees are to be invited shall be held in October.

Papers were then read on "Scholarships" (Miss ROBERTSON, Christ's Hospital, Hertford), and "The Curriculum in relation to the Education of Elementary Teachers" (Miss RIGG, Datchelor School, Camberwell); and Miss BENTON (South Hampstead High School) described "Some Minor Difficulties of a Head Mistress."

After a vote of thanks to Miss Mowbray for her kind hospitality, and to Dr. Burge for his address of welcome, the proceedings of the Conference came to an end.

On Friday evening the Dean and Miss Furneaux entertained members of the Conference and their friends at the Deanery, and on Saturday afternoon Dr. and Mrs. Burge gave a garden party in the Warden's Garden. The Dean kindly conducted members of the Conference over the Cathedral on Saturday evening, and on Sunday St. Cross was open to visitors.

UNIVERSITIES AND SCHOOLS.

BATTERSEA POLYTECHNIC.

The governing body have recently made the following appointments:—Head of the Department of Mathematics: Mr. G. F. Carson, B.Sc. Victoria, B.A. Cantab., Second Wrangler, 1896; formerly on the staff of the University College, Sheffield. Lecturer in Botany: Miss Lilian J. Clarke, B.Sc. Lond., F.L.S.; senior science mistress James Allen's Girls' School, Dulwich; a member of the Committee on the Teaching of Botany appointed by the British Association. Assistant master in the Secondary Day School: Mr. Arthur A. Boggis, B.A. Lond., now on the staff of King Edward VI. Grammar School, Nuneaton.

WESTFIELD COLLEGE.

On the results of an examination held in May, the following scholarships have been awarded:—Miss D. Stewart (Croydon High School), Miss Fowler's Scholarship of £50 a year for three years; Miss E. Stroude (City of London School), College Scholarship of £50 a year for three years; Miss M. Wilkinson (Blackheath High School), College Scholarship of £50 a year for three years; Miss G. Henry (Howell's School, Denbigh), Miss Richardson's Scholarship of £40 a year for three years.

CAMBRIDGE.

The report of the Non-Collegiate Students' Board issued at the end of last term shows a decline on the whole in the numbers of non-collegiate students in the last fourteen years. The entry has tended to fall, and, while migrations to colleges are fewer, the decline here has not been proportionate, and so the roll at Fitzwilliam Hall has diminished. In fact, the movement has not had the success its first promoters hoped. Cambridge implies the college, and the college implies considerable resources in the student.

Application was made in February to the Chancellor, the Duke of Devonshire, to interpret "Statute B" to us, and he has done so, ruling that the Special Board presiding over any study may present a report to the Vice-Chancellor, and that the Vice-Chancellor must publish it in the form in which it is presented, and that neither the Vice-Chancellor nor the University can prescribe the mode in which such reports shall be signed. The opinion is held in Cambridge that there is very little red tape in the University—held chiefly by those who handle the tape most, one must say. This decision will at all events lessen the scope of red tape, but, like much else that occurs in Cambridge, its significance is mainly of local interest.

Do we need great examination rooms? That is a question that has risen. So far we have used the Guildhall, and the "monstrum-informens-horrendum" Corn Exchange. Now that schoolboys come up for the Little-Go so long before they commence residence, it is possible that the sight of this very, very unacademic structure will turn their minds from Cambridge? Or, more seriously, might we not by a capital expense secure a building really fitted for examination purposes, and find our annual saving in rent cover the loss of interest on our capital?

Every now and then a benefactor appears with an endowment for something, and sometimes with a scheme for the regulation of his gift. Some ten or so years ago Mr. John Stewart founded the John Stewart of Rannoch Scholarships—eighteen of them at £25 per annum each—and limited them to natives of Gloucestershire and Somerset, not implying that either county has much to do with Rannoch, but commemorating his own residence in Bristol. Year after year these counties fail to send up enough persons qualified in Hebrew, sacred music, or classics, and every year one or more scholarship is held over for open competition twelve months later. It is a curious endowment, and the general feeling is that it is of very little practical use. But the testator willed that £800 a year should be spent so, and so it is spent. It is a warning to the open-hearted to be open-minded too, and ask advice about the direction of their goodness.

We are to have a Foreign Service Students Committee, with a director of a school of living Oriental languages, to look after student interpreters, selected candidates for the Egyptian and Sudan Civil Service, and others, and to promote the study of the languages of the East of to-day.

A Syndicate is to consider the desirability of establishing a diploma in Forestry with a scheme of instruction and examination. If we are not in touch with "quidquid agunt homines," it is not for want of trying to get into touch with living interests. At any rate, the ordinances are fast becoming "farrago libelli" (if one may distort Juvenal a little).

Mr. Frederick Wilkin, of Wadhurst, Sussex, has founded a Studentship in Ethnology and Archaeology in memory of his son, Mr. Anthony Wilkin, B.A., late of King's College. A student will be elected in every fifth year.

The Drapers' Company have resolved to grant from their corporate funds the sum of £5,000 toward the cost of the new buildings required

for the University Department of Agriculture, provided a further sum of £5,000 is raised by voluntary subscriptions by the last day of this year.

The University has been given the nomination to a studentship at the British School in Athens, and it is particularly stated that students at Gorton and Newnham are eligible—a very happy clause.

It is proposed that candidates for the M.B. and M.D. degrees, who have passed all their examinations and who are resident abroad, should, under certain conditions, be exempted from "keeping their Acts" in person.

The subject for the Le Bas Prize Essay for 1906 is "English Hymnology, and its place in our Poetical Literature." It is open to graduates of not more than three years' standing from their first degree. The essays are to be sent in by the end of the Lent term.

Once more there is a "bracket of two" for the Senior Wranglership, and once more both are men in their second year. Mr. Littlewood was educated for some years at Wynberg, Cape Colony; Mr. Mercer began his course in an elementary school.

Appointments: Sir E. Maunde Thompson, K.C.B., Sandars Reader in Bibliography; L. A. Borradaile, M.A. (Selwyn Hostel), Assistant Secretary for Local Lectures; A. P. Goudy, M.A., University Lecturer in Russian; H. S. Foxwell, M.A., Fellow of St. John's College; H. A. Roberts, M.A. (Caius), Secretary to Special Board of Indian Civil Service Studies; Mr. Beck (Master of Trinity Hall), Vice-Chancellor for 1905-1906; E. T. Whittaker, M.A. (Trinity), University Lecturer in Mathematics; Benjamin Benham, M.A. (King's), Assistant Registrar; G. H. A. Wilson (of Clare) and F. Dyson (of St. John's), Proctors for 1905-6. The following University Lecturers have been reappointed:—H. F. Baker, D.Sc. (St. John's), Mathematics; G. F. C. Searle, M.A. (Peterhouse), Experimental Physics; L. E. Shore, M.D. (St. John's), in Physiology; G. H. F. Nuttall, M.A. (Christ's), in Bacteriology; J. E. Marr, D.Sc. (St. John's), in Geology; I. Gollancz, M.A. (Christ's), English; A. C. Haddon, D.Sc. (Christ's), Ethnology; Shaykh Muhammad 'Asal, Arabic.

Scholarships, Prizes, &c.: Winchester Reading Prizes—1, F. C. S. Carey (Clare); 2 (bracketed), J. F. Spink, B.A. (St. John's) and E. A. Tregning (Trinity). Lightfoot Scholarship—A. W. Neville (Jesus). Stewart of Rannoch Scholarships: In Sacred Music (open)—W. S. Dixon (Caius); A. C. L. Hylton Steward (Peterhouse); in Sacred Music (restricted)—not awarded; in Hebrew (open)—F. S. Marsh, H. Selwyn; in Hebrew (restricted)—not awarded; in Greek and Latin (open)—D. S. Robertson, Trinity; in Greek and Latin (restricted)—A. W. Couch (Magdalene), first. Tyrwhitt Hebrew Scholarship—H. M. J. Loewe, B.A. (Queens'). Mason Prize for Biblical Hebrew—H. M. J. Loewe, B.A. (Queens'). Harkness Scholarship—F. A. Potts, B.A. (Trinity Hall). Wiltshire Prize—A. McDonald (Emmanuel). John Winbolt Prize—F. Rogers, B.A. (non-collegiate).

In conclusion: the May week is over. The races and the crowds that witnessed them illustrated the law of conformity to type, being exactly what they were last year and ten years and twenty years ago. There were laws they did not illustrate. The merry-go-round is a new, or new-ish, feature which was popular with visitors and undergraduates and even grave Gortonians. The end of the last day was marked by far too much "larking" with boats, in which ladies were often exposed to the risk of spoiled dresses and often of upset. At the last a "grind" was overturned crossing from the Plough Inn to the towpath and three women were drowned. The tone of the day is set at Ditton Corner, and, if horseplay prevails there, it is not surprising that it should be imitated higher up the river.

We have given some degrees to distinguished strangers and a great many to our own *alumni*, who are now—many of them—going out into the world to pass on what light they have gained here. The world will perhaps do well to remember that aberration and refraction come into the question of the transmission of light, and not attribute to the source the peculiarities of the medium.

MANCHESTER.

The institution of this new Faculty at the University of Manchester, already foreshadowed in this column, is now an accomplished fact. The movement is of interest as marking a step towards united action on the part of the University and the Education Committee. The present Principal of the School of Technology, who is also Director of Higher Education, becomes the first Dean of the Faculty; and the first members of the Board will be the Vice-Chancellor and five members nominated by the Senate, together with those at present representing nine specified subjects of instruction on the Board of Studies of the school. Three professors at the school become professors of the University and members of the Senate, and elaborate regulations have been drawn up for the future appointment of Principal and professors by the University and the Education Committee jointly. The Education Committee approved the draft scheme by 27 votes to 4, and in the discussion it was stated that there had been a certain amount of give and take on both sides.

Miss H. M. Stephen, Warden of the Hall of Residence for Women Students, has been appointed Warden of the Alexandra Hall of Residence at Aberystwyth.

Vacancies.

Simultaneously with this announcement comes the resignation of Miss Edith Wilson, who has for a long time acted as tutor to the Women's Department at the University. The Council have, therefore, invited applications for the joint post of Tutor of Women Students and Warden of the Women's Hall of Residence. The salary offered is £200 a year with board and residence at Ashburne House.

The report of the Council presented to the Court of Governors comments favourably on the satisfactory division of the assets of the Victoria University between the three Universities of Manchester, Liverpool, and Leeds.

The Committees of the Men's and Women's Unions have now definitely formulated their suggestions for the erection of new Union buildings, and the beginning of next session will probably see an appeal made with the sanction of the University authorities. The Fellowship already announced as founded by the Vulcan Boiler and Insurance Company for the encouragement of advanced research in engineering is of the value of £120.

Mr. Cyril Atkinson, LL.D., B.C.L., has been appointed Lecturer in Jurisprudence and Roman Law, and Mr. W. J. Goodrich, M.A., has been appointed Junior Assistant Lecturer in Classics, an additional lecturer being

Appointments.

rendered necessary by the large increase of students in this department. Dr. W. A. Bone has been elected a Fellow of the Royal Society. Mrs. Rylands, who has been a munificent benefactor of the University, has been appointed a member of the court of governors by the Chancellor.

The first Adamson Lecture was delivered at the University on June 2 by Prof. James Ward on "Mechanism and Morals: the World of Science and the World of History." Miss Mary Bateson is to lecture under the Warburton Trust next session on "Law in the Mediæval Boroughs."

Founders' Day Service at the Grammar School was held on June 9.

Grammar School.

The Rev. Canon Skrine, late Warden of Glenalmond, preached at the Cathedral. In the course of his sermon he spoke strongly of his growing conviction that the great day schools met the educational needs of the time better than the more isolated and cloistered type of the public boarding school. Speech Day is fixed for Wednesday, August 2, when Lord Aberdeen has promised to be present and to distribute the prizes. The Rogers Scholarship has been won at the Manchester University. Mr. E. T. Whittaker (O.M.), of Trinity College, Cambridge, has been elected a Fellow of the Royal Society. Mr. Whittaker has also been appointed University Lecturer in Mathematics. Mr. D. G. Schulze, B.A. Oxford, has joined the staff. Regret is felt at the resignation of Mr. H. E. Schmitz, M.A., B.Sc., who has filled the post of chief physics master for twelve years, during which time between thirty and forty open science scholarships have been won at the Universities. Mr. Schmitz has been engaged in research work at the University of Göttingen for the past year, and the success of the work has induced him to accept an invitation to continue it. His place at the school has been filled meanwhile by Mr. C. H. G. Sprankling, B.Sc. An interesting series of field excursions has been arranged for the summer, but attention is directed for the moment to the athletic sports, in which special interest is felt this year, as the system of giving prizes has been abolished, and (as previously announced here) the competitors will work for the honour of their forms and school divisions. As there are over five hundred entries for these sports, it has been found necessary to take five preliminary days for heats. During the Whitsuntide vacation a number of boys camped out on the estate of Lord Stanley of Alderley for a fortnight, under the direction of the High Master, Mr. Paton.

The series of speech days was opened by the Broughton and Crumpsall High School for Girls on June 23. The Mayor of Salford presided, and the address was given by Mr. F. Platt Higgins, M.P. In the course of her report, Miss Clarke referred with regret to the retirement of Miss Greenwood, who has taken the advanced history classes. Her work is taken by Miss Bellman, of Somerville College, Oxford, who took First Class Honours in History. The system of morning and afternoon schools, adopted on the recommendation of His Majesty's Inspectors, is reported to be working well. Reference was made to the successes of those pupils who had proceeded to the University of Manchester, and it was stated that the numbers of the school had risen to 180.

Girls' Schools.

WALES.

The meeting of the Court of the University of Wales held on June 9 at Shrewsbury ended satisfactorily on the whole. The scheme of administration recommended by the Standing Executive Committee has already been explained. Sir Marchant Williams, in his alternative scheme, proposed

the appointment of a Rector and Vice-Chancellor, at a salary of £1,000, to discharge, among other duties, those now discharged by the Vice-Chancellor, and a Registrar at a salary of £400; the annual cost of the staff suggested by him being £1,810 compared with the £1,430 recommended by the Standing Executive Committee. He admitted that the adoption of his scheme would involve important changes in the charter, but claimed that with vigilance and care the present expenditure of the University could be reduced without impairing its efficiency by an amount sufficient to cover the additional cost involved by the appointment of a "working head" of the University. The debate on the two schemes was vigorous. At the previous meeting the methods of some of the opponents of the official scheme displeased the open-minded section. At this meeting the speeches of some of its supporters compared very unfavourably in tone and temper with those made by Sir Marchant Williams and his party. The Warden of the Guild of Graduates himself made a very moderate speech, in which there were two notable "scores." He quoted a letter from a gentleman of "high academic distinction," who said that, "if it is possible to obtain the funds necessary to secure the right man to give his whole attention to discharging the duties which would fall to the lot of such a head of the University, it would in the end be a benefit to the Principality." The writer turned out to be Principal Griffiths, now one of the most determined opponents of the "working head" scheme. Sir Marchant Williams also proved conclusively that he was right in his contention with regard to the Vice-Chancellor's honorarium, the only important point on which he was contradicted at Newport. Ultimately a compromise was effected. The Court granted Mr. Ivor James, the present Registrar, a retiring pension of £200, and decided to appoint a Registrar with academic qualifications at a salary of £500, consideration of the question of a "working head" being deferred.

Some feeling was created by the announcement that the Board of Education had compelled such of its inspectors as had seats on the Court to resign.

One statement in Sir Marchant Williams's speech at Shrewsbury caused great satisfaction to the holders of Welsh degrees. In the newspaper campaign which preceded the debate at the University Court, he seemed to be suspicious of the methods of conducting the degree examinations of the Welsh University. At Shrewsbury, however, he said that, from inquiries made, he was satisfied that the present system of examinations was as good a system as they could have.

The University Colleges of Bangor and Aberystwyth are making strenuous efforts to improve Welsh agriculture, which is, after all, the chief industry of Wales. Bangor has had its experimental farm for years, and Aberystwyth recently acquired a farm called Tanygraig, near Llanrhystyd Road Station, to provide practical training for its agricultural students. On June 23 the Hon. Ailwyn Fellowes, M.P., President of the Board of Agriculture, went down to open it and to preside at a conference. The Welsh farmer is almost as conservative as a Boer, and it is very hard to convince him that his methods require improvement, but his self-complacency is being slowly shaken. The sale of New Zealand butter in the small inland towns of Wales, where hitherto nothing but Welsh butter has found a market, is effectively contributing to his conversion to the utility of modern methods.

Mr. J. H. Davies, M.A., the well-known authority on Welsh literature and collector of Welsh MSS. was, as was generally expected, appointed Registrar of the Aberystwyth University College. Miss E. P. Hughes and those associated with her who urged that it was necessary to go out of Wales for a Warden of the Alexandra Hall of Residence, Aberystwyth, were able to carry their point, and Miss H. M. Stephen, Warden of the Victoria University Hall of Residence, Manchester, and a member of the famous Stephen family, was appointed to the superintendentship of the women students. Mr. T. W. Berry, Assistant Director of Education for the City of Manchester, was elected Director of Education for the Rhondda Valley. Mr. A. Clendon, who as Head Master of the Dolgelley County School has done excellent work under great disadvantages, is leaving Wales to take up the post of Head Master of the Handsworth Grammar School.

The men of Merionethshire are taking active steps to withdraw Nonconformist children from Church schools, and conventions to raise funds to help them are now the order of the day. Money is coming in gradually, but it would be unreasonable to judge the sincerity of Welsh opposition to the Education Act entirely by the amount of the campaign fund. Wales is a poor country, and Welsh Nonconformists have for many years had heavy calls upon their resources. The cost of the denominational systems is increasing yearly, and of late years appeals for subscriptions towards University College and County School building funds, twentieth-century funds of all sorts, &c., have been so frequent that there is really "very little money about."

The threatened deadlock in Carmarthenshire has been avoided by the withdrawal of the notices of withdrawal after a friendly conference between the Carmarthenshire branch of the N.U.T. and a sub-committee of the County Education Committee. In Glamorgan the regulations with regard to corporal punishment drawn up by the Education Committee have been modified so as to allow the head teacher of a department of over a hundred pupils to delegate the power of inflicting corporal punishment to one assistant. It remains to be seen whether this modification will satisfy the militant teachers of the premier county. The Breconshire Education Committee is the latest to come into conflict with its teachers: in this case again the *casus belli* is salaries.

SCOTLAND.

Representatives of the four Universities met in conference at Glasgow on June 15, and considered the question of the three-term session and the proposed reform of the curriculum in Arts. The meeting was private, and the resolutions adopted were not announced; but it is understood that a great majority of the representatives were in favour of an extension of the session. There was, however, considerable difference of opinion regarding details, such as the length of the new session, the number of lectures to be given, &c. The resolutions of the Conference are to be submitted to the University Courts, some of which have not yet expressed any opinion on the subject; and there is to be another meeting to consider the views of the University Courts, and, if possible, to carry the movement a stage further.

Dr. Edward Provan Cathcart, of the Lister Institute of Preventive Medicine, London, has been appointed by the Glasgow University Court to the Grieve Lectureship in Physiological Chemistry. Dr. Cathcart is a distinguished graduate of Glasgow University, and he has also studied at Munich and Berlin.

Dr. Alexander R. Ferguson, assistant to the Professor of Pathology in Glasgow University, has been appointed to the Chair of Pathology and Bacteriology in the School of Medicine at Cairo.

Mr. Arthur R. Lord, Lecturer in Political Science and Assistant to the Professor of Moral Philosophy in Aberdeen University, has been appointed Professor of Philosophy and History in the Rhodes University College, Grahamstown, South Africa.

IRELAND.

On Trinity Monday the elections to Fellowship and scholarships were, as usual, announced. Mr. Ernest Alton is the new Fellow. The other candidates were Mr. Robert Gwynn (one of the many distinguished sons of Dr. Gwynn, of T.C.D.), Mr. Webb, and Mr. Wasson. Some surprise was caused by the fact that, though Mr. Alton was elected Fellow, his marks were five lower than Mr. Gwynn's. The Board have the right to disregard the results of the examination in this way, but, as far as is known, they have not before exercised it. The subjects of the two candidates were the same—classics, logic and ethics, and Hebrew. Mr. Gwynn made higher marks in classics, Mr. Alton in logic and ethics. The marking, on the whole, was low, Mr. Webb alone improving on his position of last year. Disapproval of the Board's action is expressed by many, as it introduces additional uncertainty into a contest which already imposes so severe a strain on candidates. Mr. Alton had a most brilliant college career, but has since several times before read unsuccessfully for Fellowship. Mr. Gwynn, for whom much sympathy is felt, takes the Madden Prize and £60, which he also obtained last year.

On July 6 a number of honorary degrees will be conferred. Mrs. Byers, the Head of Victoria College for Women, Belfast, Miss White, Lady Principal of Alexandra College, Dublin, Sir Thomas Drew, architect, and Sir Arthur Wilson receive the degree of LL.D.; Sir R. Douglas Powell and Dr. Swanzy the degree of M.D.; Prof. Schafer, of Edinburgh, and Prof. Young, T.C.D., the degree of Sc.D.; Prof. Graham, Queen's College, Belfast, and Hon. Emily Lawless, the well known novelist, the degree of Litt.D.; and Signor Michele Esposito, a distinguished composer and musician, who has done much for Dublin music, the degree of Mus.D.

At the meeting of the Senate held to consider these graces sent down by the Board, exception was taken by many present to the grounds on which some of the honorary degrees were conferred, and one name was withdrawn. It is the practice of the Board to inform the recipients of such honours a month or six weeks previous to the date of the Commencements, and to obtain the consent of the Senate later—an unfortunate arrangement. The Press were requested to withdraw during the discussion, but a member present sent a report to one of the Dublin papers, and thus the criticism in the Senate of the merits of the various persons receiving degrees was made public, very undesirably.

The Roman Catholic Church and Higher Education.

At a recent meeting of the Maynooth Union the Bishops announced that they had started a Scholarship Fund for Catholic students entering the Royal University. This is intended, no doubt, to counterbalance the scholarship scheme put forth by Trinity College. They will be awarded by an influential committee formed for the purpose (of which the Archbishop of Dublin is the chairman), on the basis of the results of the intermediate examinations, and will be tenable in University College, Stephen's Green, and, by girls, in the Loreto and Dominican Convent Colleges in Dublin. The Bishops have started the fund with a sum of £1,000, which they hope will be added to by donors. Eight scholarships of £50 a year each for three years and four scholarships of £25 a year for three years will be allotted next October. The Irish Association of Women Graduates have memorialized the promoters asking that the lectures given by the Fellows of the Royal University shall be open to women obtaining these scholarships. If this were not allowed, the scholarships could scarcely be said to assist in giving University education to women. The important Jesuit College of Clongowes have also founded similar scholarships, which are confined to their own pupils.

At the meeting of the Maynooth Union the general University question was discussed. A dominant tone in favour of Father Finlay's proposal to obtain funds from subscriptions from Irish Catholics at home and abroad was noticeable, with a relinquishment of hopes that the Government will attempt any settlement of the question. Dr. McDonald, Prefect of Dunboyne, strongly advocated advantage being taken of Trinity College, and the sending into it of a large number of Catholic students, but his views did not meet with much support.

Arrangements have now been completed for affording a complete course of training for teachers in this college, commencing in October next. The college has also secured recognition by the Board of Education in

England for the purposes of § 3 (2) i. of the Teachers' Registration Regulations, this college being the first institution in Ireland to have secured this recognition. The courses of lectures in the college will be given by Mr. M'Sweeney, Head Master of Blackpool Schools—"History of Education"; Miss Martin, Head Mistress of Cork High School for Girls and late mistress of method, Whitelands College, Chelsea—"Methods of Teaching and School Management"; and Prof. Stokes, M.A.—"Psychology." The course will be opened by a public lecture by the President on "The Recent History of Secondary Education in England." During the session special lectures will be delivered on "The Teaching of English Literature," "Recent Methods of Teaching Modern Languages," and "Nature Study," by the Professors of English Literature, Modern Languages, and Biology respectively; and additional lectures will be delivered on "School Hygiene" by Dr. Donovan, Lecturer on Hygiene at the college and Medical Officer of Health for the City of Cork. The practical work will be carried on under arrangements with the head teachers and governing bodies in certain schools in Cork. Arrangements have already been completed with the Grammar School, the High School for Girls, Ladies' School, South Place.

SCHOOLS.

CHELTEMHAM LADIES' COLLEGE.—The names of the following former pupils of the Cheltenham Ladies' College appear in the Honour Lists of the University of Cambridge:—Mathematical Tripos, Part I., Isabel G. F. Merson (Newnham College), Junior Optime, between 45th and 50th; Historical Tripos, Part I., Annie Hilda Chandler (Newnham College), Class 2; Historical Tripos, Part II., Elsie Winifred Mason (Newnham College), Class 3.

CHIFTON COLLEGE.—The following entrance scholarships have been awarded:—A. K. Trower, £100; A. R. Wallace, £100; C. R. B. Murray, £50; H. R. Russell, £50; A. B. Craddock, £25. C. E. Schwabe, C. G. Usher, P. M. Monckton, A. J. Johnson, house exhibitions of £25. The following are the principal prizes and distinctions gained in the school:—Hugh Lucas scholarship, F. R. R. Rudman; Cay scholarship (mathematics), H. N. Tait; Council scholarships—under 17, C. W. Dixon, J. W. Hall, H. M. Trower, G. M. Paterson, P. Higham; under 16, C. R. Kerwood, C. B. Reynolds, D. W. Rintoul, A. H. Baker, D. L. C. Evans, A. Christie; under 15, L. G. Jacob, J. E. Scott, R. W. Prowse, L. E. Atkinson; English Essay prize, P. P. Reitlinger (subject, "The Debts we owe to ourselves are the hardest Debts to pay"). Outside the school the following distinctions have been gained:—L. M. Yetts, science exhibition, Pembroke College, Cambridge; J. H. Carrow, R. G. Bowyer, H. G. L. Harvey, cadetships, Royal Navy; C. H. Kish, H. Montgomery, First Class Classical Moderations, Oxford; A. E. G. Hulton, Gladstone Memorial Prize, Oxford; W. H. Thompson, Abbott Scholarship, Cambridge; W. F. Waite, Tancred Law Studentship; M. S. Heycock, K. J. Saunders, C. M. Sleeman, First Class Natural Science Tripos, Cambridge.

LEEDS, THE CHAPEL ALLERTON GIRLS' HIGH SCHOOL.—This

school (which was opened under the present governors only in January last) has already prospered so far that the Board have found it necessary to double the accommodation. The formal opening of the new buildings by the Viscountess Mountgarret took place on May 31, when the governors and parents and a large number of friends assembled at the school and inspected the various class-rooms. The chair was taken at three o'clock by Mr. Fitch, the Chairman of the Board of Governors, and the opening ceremony was performed in a graceful speech by Lady Mountgarret. "Success to the school" was afterwards proposed by the Vice-Chancellor of the University of Leeds (Dr. Bodington), seconded by the Right Hon. the Lord Mayor (Mr. R. Armitage), supported by the Head Master of Leeds Grammar School (the Rev. J. R. Wynne-Edwards) and the Rev. E. Blair-Allen. Canon Brameld responded on behalf of the governors, and the proceedings concluded with a vote of thanks to Lady Mountgarret, acknowledged by Lord Mountgarret in a cordial and sympathetic speech. Tea was afterwards served, and the band of the Leeds Rifles played a selection of music in the garden before and after the ceremony.

RUGBY SCHOOL.—The following have been elected to entrance scholarships:—G. Elton (from P. Christopherson, Esq., Hemel Hempstead); B. C. Molony (from A. W. Johns, Esq., St. Olaf, Brighton); G. E. Mansfield (Rugby School); G. Dunn (Rugby School); F. K. Bliss (from Rev. E. Earle, Bilton Grange); A. L. S. Cope (from Rev. E. L. Browne, Eastbourne); H. W. R. Hamilton (from Messrs. Miller and Hart, Woburn Sands); A. J. Cruickshank (from Messrs. Overton and Brown, Bracknell); D. L. Vawdry (from E. W. M. Lord, Esq., Winchfield); J. K. Stanford (from Messrs. T. H. and G. Mason Rottingdean School). R. L. Butler, H. A. Holland, Trinity College, and R. A. Furness, King's College, have passed in the First Class Classical Tripos, Cambridge. The Rev. St. J. B. Wynne-Willson leaves at the end of this term to be Master of Haileybury College. His activities here have been so multifarious—from coaching the "Young Guard" at cricket to running the "Home Mission"—that he will be greatly missed by the school generally, but by none so much as by the lower sixth—the form he has taken for the last three years. We wish him all success in his new work.

SOUTH MANCHESTER SCHOOL.—Mr. A. B. Targett succeeds Mr. Hardmans; Mr. C. F. Mytton resigns at midsummer. The school has every place occupied, and there will be no vacancy for pupils before September.

SOUTHWARK, ST. OLAVE'S SCHOOL.—College scholarships and other distinctions outside the school:—G. E. H. Keesey, Entrance Exhibition in Science at Downing College; S. E. Chandler, Doctor of Science at the University of London. Distinctions in the Cambridge Tripos lists:—T. Kingdom, First Class in Part II. of the Classical Tripos; A. E. Dedman and F. Lambert, First Class, Division II., in Part I. of the Classical Tripos; D. J. Owen, Twenty-third Wrangler; F. G. Forder, First Senior Optime; A. G. Atkinson, First Class in third M.B. Examination; V. H. Mottam, First Class in Part II., Natural Science Tripos; A. E. Baker and C. H. Pitt, Second Class in Part I., Natural Science Tripos; N. Scorgie, Third Class in Part I., Natural Science Tripos. At a recent meeting of Old Olavians at the school there were 224 present—an attendance that augurs well for the Old Boys' team in the coming football season. On Thursday, May 18, the head boys of the classical side had the pleasure of listening to a lecture at the British Museum, by Mrs. Burton-Brown, on "The Development of Greek Sculpture."

ST. PAUL'S SCHOOL.—J. E. Littlewood's Senior Wranglership, and P. V. Cohn's "one one" in Classics stand out among recent successes at the Universities. Paulines have scored in all nine First Classes in the Tripos. Mr. A. J. Collins, of St. Paul's School and Trinity College, Oxford, has taken Mr. Trayer's place as assistant classical master. Our rowing four has recently beaten Winchester College at Winchester, and Cheltenham College at Hammersmith. At swimming we have beaten Oxford University and Harrow School. We hope it is not too late to record P. N. Tchaykovsky's and R. K. Shaw's medals for winning their respective weights in the Public Schools Boxing at Aldershot.

THETFORD GIRLS' GRAMMAR SCHOOL.—Foundation scholarships have been awarded to A. Clayton (under fifteen), Moira Faris (under twelve). Lady Amherst of Hackney's Prize for General Improvement, May Wood; the Mayoress's Prize for General Knowledge, Marjorie Wilson; Mrs. Lewis's Prizes for English, W. Harris and M. Morris; Lady Iveagh's Prizes for English, M. Chilley, L. Houlett, D. Meek; the Chairman of the Governors' Mathematics Prize, M. Chilley. Muriel K. Harrison gained First Class Honours in Senior Cambridge, with more Distinctions than any other girl entered for the examination. She was awarded the Reid Scholarship of 45 guineas a year for three years, tenable at Bedford College, London, and a Norfolk County Council Senior Scholarship of £65 a year for three years.

UPPINGHAM SCHOOL.—Mr. C. R. Haines, M.A., master of the lower sixth, is leaving at the end of this term after seventeen years of excellent service. The loss of his refined scholarship, his literary culture, and his wide and varied reading will leave a gap in our school

(Continued on page 476.)

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world that it will be very hard to fill. On Tuesday, May 23, the new David Concert Room was opened at a School Concert by Dr. Joachim. After a verse of the National Anthem had been sung at the opening of the concert, Dr. Selwyn called on Dr. Joachim to declare the hall open. Dr. Joachim spoke warmly and feelingly of his long and close friendship with Mr. David and of the great work he had done for music at Uppingham, and, in declaring the hall, a visible memorial of that work, open, referred to the pleasure his visits to Uppingham had always given him, and expressed his hope that this would not be his last visit. (It is worthy of note that Dr. Joachim has paid more than twenty visits to Uppingham, and played at more than twenty school concerts.) Mr. R. L. Harrison (O.U.) then read an address to Mr. David, which referred to the great work of Mr. David at Uppingham, now extended over forty years, and spoke of Mr. David as "a master of many subjects, a true and discerning critic, and, above all, a friend, ever ready to encourage us in that broad and healthy view which marks your own outlook on the affairs of life." Mr. David in eloquent words expressed his gratitude for the honour done to him, and spoke of the inspiring encouragement he had always received from his first great Head Master, Mr. Thring, and of the cordial support given him by the present Head Master and his colleagues. The programme of the concert included a part of the "Elijah," with Miss Dorothy Purser, Mrs. Brown, and Mr. Edward Iles as soloists; Concerto (Op. 61) Beethoven, led by Dr. Joachim; Mozart's Overture to Idomeneo; two madrigals (unaccompanied) by the choir; two solos by Dr. Joachim; and four choral songs, "Work and War," the music by Mr. David, the words by Rev. J. H. Skrine (O.U.). The orchestra was composed of past and present members of the school, with help from outside, including Mr. J. Ludwig, as leader, and Mr. Paul Ludwig. Nearly nine hundred persons were present at the concert, and the enthusiasm with which both Dr. Joachim and Mr. David were again and again greeted will long be remembered. The motto over the orchestra, chosen by Mr. David is "Res severa est verum gaudium," for which a good many translations have been suggested.

WINCHESTER COLLEGE.—Dr. Sweeting is working through Mendelssohn's organ sonatas at the Sunday recitals. The Sixteen Club have been discussing "English Ballads." The Archaeological Society, on June 1, paid a visit to Wimborne Minster. It has been decided to place a brass tablet in the cloisters in memory of the late Rev. J. Richardson. The Head Master has erected on "Meads Gate" a tablet with the following inscription: "Propagatori finium nostrorum Georgio Ridding: posuere custos et socii." The Latin Verse prize on the subject "Mors Vergili" has been awarded to H. T. Wade-Gery. The inspection of the school with a view to complying with Army regulations has been conducted by Canon Bell, Mr. Eve, Prof. Turner, of Oxford, and Mr. Fitzpatrick, of Christ's, Cambridge. The reports have not yet been presented to the governing body, but it is hoped they will eventually be made known to the staff. We regret to announce that another vacancy in the mathematical staff will be caused by the departure of Mr. E. A. Price, to the Naval School at Osborne.

YORK, ST. PETER'S SCHOOL.—The annual commemoration was held on June 1—Ascension Day—at which the new house, just completed at a cost of £6,000, for the accommodation of 55 boys—was opened by Lord Wenlock. He was supported, amongst others, by Dr. Tempest Anderson and Prof. Reinold, of the Royal Naval College, Greenwich, both Old Boys of the school.

PRIZE COMPETITIONS.

The Translation Prize for June is awarded to "E.M.W."; *proxime accessit* "Emil."

The Extra Prize for June is awarded to "M.L."

The winner of the Translation Prize for May is Miss Matheson, Maybury, Woking.

One of the joint winners of the Extra Prize for May is Miss Sherrieff, High School for Welsh Girls, Ashford, Middlesex.

Si vous longez la mer du Nord depuis l'Escaut jusqu'au Jutland, vous apercevrez d'abord que le trait marquant du pays est le manque de pente; marécages, landes et bas-fonds: les fleuves péniblement se traînent, enflés et inertes, avec de longues ondulations noirâtres; leur eau extravasée s'écoule à travers la rive, et reparait au delà en flaques dormantes. En Hollande, le sol n'est qu'une boue qui fond; à peine si la terre surnage çà et là par une croûte de limon mince et friable, alluvion du fleuve que le fleuve semble prêt à noyer. Au-dessus planent les lourds nuages, nourris par les exhalations éternelles. Ils tournent lentement leurs ventres violacés, noircissent, et tout d'un coup fondent en averse; la vapeur, semblable aux fumées d'une chaudière, rampe incessamment sur l'horizon. Ainsi arrosées, les plantes pullulent; à l'angle du Jutland et du continent, dans un sol gras, limoneux, "la

verdure est aussi fraîche qu'en Angleterre." Des forêts immenses couvrent la contrée jusqu'au delà du onzième siècle. C'est ici la sève du pays humide, grossière et puissante, qui coule dans l'homme comme dans les plantes, et par la respiration, la nourriture, les sensations et les habitudes, fait ses aptitudes et son corps.

Cette terre ainsi faite a un ennemi, la mer. La Hollande ne subsiste que par ses digues. En 1654, celles du Jutland se rompirent, et quinze mille habitants furent engloutis. Il faut voir la houle du nord clapoter au niveau du sol, blafarde et méchante; l'énorme mer jaunâtre arrive d'un élan sur la petite bande de côte plate qui ne semble pas capable de lui résister un seul instant; le vent hurle et beugle, les mouettes crient; les pauvres petits navires s'enfuient à tire-d'aile, penchés, presque renversés, et tâchant de trouver un asile dans la bouche du fleuve, qui semble aussi hostile que la mer. Triste vie et précaire, comme devant une bête de proie.

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In coasting along the North Sea from the Scheldt to Jutland it at once strikes you that the characteristic feature of the country is its flatness; everywhere marshes, sandy wastes and flats; the full, sluggish rivers drag themselves wearily along like so many dark, writhing snakes; their flood water brims over the banks and reappears beyond them in stagnant pools. The ground is but a bog in Holland with here and there a thin crust of silt for soil rising upon it, the deposit of the very rivers which seem ready to submerge it. Heavy clouds, fed by the continual moisture, hang over the land. Their purple folds darken into blackness and discharge themselves in drenching showers; a mist, like the steam from a boiler, hangs perpetually on the horizon. Thus watered vegetable life grows apace; in the bend where Jutland joins the mainland, in a rich alluvial soil, "everything looks as green as in England." Immense forests covered the country until after the eleventh century. Here is the very life blood of the low country, strong and slow pulsing in human beings as in the vegetable world, determining by the air they breathe, the food they take in, and by the feelings and habits it engenders in them, the bodily and mental qualifications of its inhabitants.

A country of this sort has an enemy—the sea. Holland could not exist without her sea-walls. In Jutland in 1654 they gave way, and 15,000 people perished. You should see the sad angry North Sea waves breaking level with the land; the mighty mass of muddy water leaps upon the little strip of flat shore, which seems as if it could not possibly stay its advance for a single instant; the wind moans and howls, the sea-birds scream; the poor little coasting vessels, heeling and almost capsized, flee before the blast, vainly seeking refuge in the river's mouth, which seems almost as inhospitable as the sea outside. A sad and precarious existence lived as if ever in dread of the spring of some beast of prey.

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(Continued on page 478.)

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Friday, Dobie, Tadpole, Niger, Prim, A.O.O., Est, Jollyboy, Juan, Parede, Reddy, Pes, Cowslip, Sonipes, Gyps.

I propose, for a change, instead of commenting on the competitions to hand, to criticize a version that all may consult, in the authorized English edition of Taine's "Histoire de la Littérature Anglaise," by H. Van Laun, approved by the author as a "traduction élégante et fidèle." It may encourage tiros to see that an eminent professor, even when on his mettle at the beginning of a great undertaking, is far from faultless.

"As you coast the North Sea": "To coast a sea" is not English, and exception might be taken to the colloquial "you." "You will mark in the first place": *d'abord* is rather "to start with," and it would be better to turn the sentence, "The first feature that impresses itself on the traveller," &c. "The want of slope": literal, but, assuredly, not elegant; "the flatness of the country" is the obvious equivalent. "Marsh, waste, shoal": "dunes" seems the best word for *landes*, and "swamps" for *bas-fonds*, defined by Hatzfeld as "terrain plus bas que le sol environnant, et ordinairement fangeux." "With long, blackish-looking waves": clearly *ondulations* cannot here refer to the ripples, which would be imperceptible to the voyager, but denotes the sinuous course, the meanders. "The flooding stream oozes over the banks": not "over," but "through"; the water exudes, oozes through. (The medical term "extravasated" is rightly dropped.) "A sediment of mud" does not render *boue qui fond*, "liquid mud," "a sea of mire." "A crust of mire, shallow and brittle": the order of words bewrays the translator; read, "a thin crust of treacherous mud." "The vapour, like a furnace-smoke, crawls for ever on the horizon": read, "The mist, like the reek of a caldron, ever drifts along the horizon." "The plants multiply": read, "The vegetation is lush and lusty." "The sap of this humid country, thick and potent, circulates in man as in the plants, and, by its respiration, its nutrition, the sensations and habits which it generates, affects his faculties and his frame": this sentence alone would have relegated the translator to a second class, and it would be tedious to dissect all the misrenderings. "Its respiration" is a *non-sens*. I will attempt, instead, an amended version. "Such, in brief, is this land of moisture. The rank and vigorous sap which circulates in the veins of the men, no less than of the plants, the air they breathe, the food they live upon, their daily sensations and habits, have moulded their intelligence and shaped their features." "One need see the blast of the

North swirl down upon the low level of the soil, wan and ominous": read, "Picture to yourself the ground-swell from the North with its savage swirl of murky billows lashing itself against the level shore"; or, more freely (to borrow a hint from "Tennyson's Life"), "showing its white teeth." "The vast yellow sea": read, "The tawny flood-tide." "Flee as fast as they can, bending, almost over-set": weak and unidiomatic; read, "Scud before it, heeling over and almost capsized."

Some of the strange versions that *leurs ventres violacés* produced deserve record: "violet stomachs," "violaceous wombs," "abdominal masses," "uncurl their violet-tinged bellies." A still stranger rendering was "lemon peel" for *limon*.

In the prize version the substitution of "life blood" for "sap" can hardly be defended.

NOTES ON EXTRA PRIZE.

1. "I have no doubt that, where the population is sparse, the intermediate school is the best place for giving preliminary instruction to intending pupil-teachers, that is, up to the age of sixteen. All these are practical questions best left to the discretion of the Local Authority, which will have regard to the sparseness or density of the population in its area." "Place to give," cannot stand. "Preliminary" is not tautological; the instruction might be professional. "Solved by the practical desires" is barely intelligible. "Sparsity" is not recognized by the dictionaries. "Having regard" is not ungrammatical, but the context suggests rather "due regard being paid." Nothing was further from our intention than to put into the pillory Lord Stanley of Alderley, a writer of nervous and correct English. Even the authorized version of a speech will probably contain some loose phraseology and slipshod sentences.

2. The bull is obvious. Perhaps the simplest correction would be: "We trust it will form no precedent for the future."

26. "Mme. Renan, La Veuve Renan, as she signs herself, after the fashion of most *bourgeoises* of her day." A precisian would take exception to "as most *bourgeoises* of her day would have done," on the score that "as" refers to the full signature "Veuve Renan." Few noticed the superfluous accent.

3. There is abundant authority for "averse to," but, apart from the necessary alteration of "him" to "his," "having" must be changed to "as he had."

(Continued on page 480.)

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4. Nearly all detected the misplacement of the adverbial clause, but only the minority took exception to "in an abundant form."

5. "There are in the Vatican Library seven MSS. of this Latin translation of the 'Chronicon' of Eusebius, but none of them contains," &c.

6. "The Earl of Palmouth and Mr. Coventry were rivals for the Duke of York's favour. The Duke bore more love to the Earl, but thought Mr. Coventry the wiser of the two; for Mr. Coventry supported Pen, a man who disoblged all the courtiers, even against the Earl, who contemned Pen." It goes without saying that none but necessary alterations should be made. Thus, in the last sentence, there is no call to modernize Clarendon or even to alter the spelling of "Pen." The *who's* must be got rid of at all costs, and Macaulay is authority enough for the repetition of proper names whenever pronouns would cause ambiguity.

Only the less obvious points have been noted.

We award marks as follows to the 134 corrections received:—

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HUMANISM AND REALISM AS FORCES
IN HIGHER EDUCATION.

By F. W. WESTAWAY.

(Continued from page 337.)

WHAT are the realist's opinions of his opponent?—That he depends upon authority for all his opinions; that he exists in a world of books, and is ignorant of the world throbbing with actuality; that he is unable to hear the music even in his own chosen literature, regarding his Homer and his Virgil merely as "harps to be picked to pieces"; that his one test of original genius in an author's works is their old age—

Si meliora dies ut vina poemata reddat,
Scire velim chartis pretium quotus arroget annus.
Scriptor abhinc annos centum qui decidit inter
Perfectos veteresque referri debet, an inter
Viles atque novos?—

and that he spends much of his time in writing sonnets to a Carthaginian widow or a sloe-eyed Egyptian queen. The realist wonders if, outside Giron's walls, a single English tear was ever shed for the woes of *Edipus* or for the fate of *Eurydice*. Humanism in the humanist! he asks scoffingly. Does not the humanist, contemptuously turning his back on the active world, live by endeavouring to sophisticate facts?

And the angered humanist replies: You neglect the artistic side of life and make the futile attempt of endeavouring to weigh and measure the intangible and imponderable; your most inspiring and ennobling thoughts are derived from chemical symbols and the laws of thermodynamics; you would teach a village matron hydraulics before you allowed her to draw water from a pump; you are a "mere specialist with a hard, gritty, and unfertile mind"; your crude views of supposed commercial activity are carrying all before them; you sacrifice everything upon the altar of utilitarianism; and you are introducing us to a "new world where the forces of barbarism are striving on all sides to gain supremacy."

It is no game of dialectic bowls in which these disputants are engaged; it is rather a kind of street quarrel between an ancient and a modern scold, between a *Xanthippe* and a *Madame Pernelle*.

Each side seems to confine itself obstinately to its own line of thought; each makes the mistake of trying to survey the world by going for a cruise in a big boat on a small pond. The realist forgets that his knowledge should be verified by contact with life, and the humanist his by contact with Nature. —Why should humanist despise realist or realist humanist? For who shall say which is the urn and which the pipkin? Bad or good, they are both works of the same pottery and both very fragile, as *Byron* would have said.

The fact is that there is a common tendency for each to compare his own work as he knows it at its best with his opponent's at its worst. The claims urged on behalf of the ancient classics are well known: the great masterpieces represent finished types by which all new work is to be judged, and, as *Bourget* points out, this habit of comparison must develop a literary taste and a keen critical power; the languages afford a "perfect training in literary form," and are "mediums of the most exquisite delicacy, precision, and finish"; the literature, which contains "certain specific things which are unique in the world," for the most part shows a "perfection of style and a felicitous expression to which nothing can be added and nothing taken away." These are the claims of the classical scholar—the scholar who, after a few years' contact with the outer world, often exhibits an intellectual power unequalled by any of his fellows. But what of the schoolboy of seventeen?

In the case of a skilled classical teacher, the teaching "process" will be good, but his "results" will almost certainly be negligible. Such a keen observer as *Seeley* was very sceptical of any perceptible influence from classical literature being felt by a boy of seventeen. A boy may admire, in a boyish way, a *Scipio* or a *Timoleon*; his indignation may be roused when he reads of the perfidy and cruelty of a *Borgia* or a *Nero*, but his necessarily superficial acquaintance with either history or literature will certainly not confer any appreciable intellectual benefit. More likely than not the history will have been taught as "a weary series of feuds and fights"; and, if the teacher be

an amateur, he will probably sacrifice the beauties of the literature to grammatical eccentricities, for the amateur teacher is unable to recognize grammar as a science. But, if, as *Laurie* said, the thoughts embalmed in classical literature be truly made to breathe and the dead words to burn, we have an educational instrument of unsurpassed and unsurpassable excellence.

One of the claims of the humanist—that classic art, and especially Greek architecture and sculpture, has a profound influence upon young students—seems to have little foundation in fact. No doubt a classical student could describe the great monuments of the *Acropolis*; no doubt he could give the details of the lives of *Pheidias* and *Polycleitos*; but it is sometimes very difficult to discover that he has any real perception of the beautiful. A well known artist who once acted as guide to a sixth form in an afternoon's search for examples of classic art in London said afterwards that he was astonished at the boys' lack of appreciation. At the British Museum they showed far more interest in Egyptian antiquities than in the model of the *Parthenon*, and they were entirely unable to realize the emblematic nature of the *Centaur-Lapith combats*; they appeared to be quite unmoved when shown the *caryatid porch* of *St. Pancras Church*—to them the *Erechtheum* was only a name; and they would scarcely bestow a glance on the model of the choragic monument of *Lysicrates* at the church of *St. Philip, Regent Street*. A classical scholar, equally well known, when visiting the *Louvre* was known to stand before the famous statue of the *Aphrodite of Melos* and, in the words of an American humourist, cynically to remark: "Is she dead?" *Seeley* referred to the ordinary Englishman's absolute want of susceptibility to art, and expressed the opinion that the susceptibility, being natural, was almost irremediable. An educated Englishman feels no shame that he cannot distinguish between a *Rembrandt* and a *Claude*; and a *Corinthian capital* on a *Doric shaft* would probably escape his observation. It is not surprising, then, that the classicist often remains all unconscious of the enmarbled music in the masterpieces of Greek architecture. Perhaps a true æsthetic perception comes only to those who can use pencil and brush. Neither *Baumgarten* nor *Ruskin* can do more than point out the way.

Turning now to the work of the realist, or rather to that of the science teacher, we find that here again we have a question with telling evidence on both sides. When we think of the world of science, its great names naturally occur to us: we think of a *Kelvin* or a *Rayleigh*, a *Ramsay* or a *Lodge*. The methods these men use in their work call forth such general approval that we come to regard "scientific method" as the method to be applied to every phase of life. And within limits this is undoubtedly true. The man of science is no passive recipient of other people's ideas; he sees things for himself; all his facts are first-hand, the outcome of observation and experiment; he has no respect for authority, for all authority involves a personal equation; with the help of a disciplined imagination he reasons from facts thus scrupulously ascertained; there is no suspicion of prejudice in his methods; there is entire self-elimination. And his inductive reasoning is sound, for he never hesitates to revise a generalization if new evidence demands it. As *Huxley* would say, a man of science is before all things a "logic-engine."

But what of the science teacher? Ten or twelve years ago there was at least one English University which conferred a science degree upon men who had not, necessarily, done experimental work of any kind, who need not have seen the inside of a laboratory. Even in the case of those subjects of science where practical work was required the necessary laboratory course could be covered in a few weeks. Yet, curiously enough, a high standard was exacted in "theoretical" knowledge, with the consequence that many of the candidates seeking the degree spent two or three years in extracting what they called science from books. The unfortunate result of this was that they formed a wrong conception of what their future work as science teachers was to be. They stand in front of a class and "lecture"; like so many of their classical colleagues, they do not teach—they talk. The work their pupils do in the laboratory, often a mere verification of facts already told, has only the slightest educational value. They do not appear to realize that the "theories" and "hypotheses" about which they are so anxious act as mere "cradle-songs to lull their scholars to sleep." It is useless to scoff at, preach to, or pray for many of these men of the old

school. They cannot, or will not, see that scientific facts, as facts, are of little more value to the ordinary boy than the names of the tributaries of the Ganges or of the battles of the Civil War. In a technical school a boy may require for future professional purposes a technical knowledge of chemistry or of electrical science; but the function of a secondary school is education, not technical instruction.

The younger race of science teachers, whose training has been much more severe and who have often taken part in some form of "research," show signs of working on much more rational lines. But, if well trained in science, they are seldom trained teachers, and, hampered by the demands of examinations, sometimes resort to antiquated methods. The science teacher who has taught his pupils to be active inquirers, to exclude all doubt from the facts before them, to reason from those facts and from those alone, to search for truth at all costs, has played no mean part as an educator.

"The man of science yearns after something not given by experience, and, in fact, demands it as a condition of rendering his experience intelligible. He gives to his draft upon the unknown the name of scientific hypotheses, and then, in his sterner moods, he congratulates himself upon not being addicted to kite-flying like the people on the other side." This criticism of the man of science seems, in some measure, to be justified. In these days of specialization the whole of a worker's attention is apt to be given exclusively to investigation in his own chosen sphere. He delves deeper and deeper, and is often unconscious that his horizon is continually contracting. He trusts more and more to the honesty of his sense-perceptions and becomes less and less suspicious of any possibility of being deceived. He seems to need a philosophy: not the misty philosophy of the metaphysician, but a philosophy of the world considered as a vast field mapped out by himself and his brother specialists. As Carlyle reminds us, we cannot avoid philosophy if we would. "Man stands in the centre of Nature, his fraction of time encircled by eternity, his handbreadth of space encircled by infinitude. How shall he forbear asking himself: What am I; and whence; and whither?" The humanist claims to be a philosopher already, but his philosophy is frequently a narrow Platonism. "Narrow" is perhaps a hard term, but it is nevertheless true that the idealism of many a University recluse has not sympathy with the activities of the modern world. Such men would mop back the sea. Unable to check the impulses of the age, they stand aloof, and in scornful silence watch us shaping our destinies as best we may. No one doubts their love of truth, their zeal for human improvement. But they fail to see any need for

Grafting on thoughts and things that were
The things and the thoughts that are.

They think that to be definite and exhaustive, to resort to any form of experiment and observation, is to play the traitor to Plato. This is why they are inclined to suspect Aristotle and to turn their backs upon Bacon. Macaulay refers to Plato's philosophy as a philosophy of thorns and to Bacon's as a philosophy of fruit. "Plato wished to exalt man into a god; Bacon wished to provide man with what he requires while he continues to be man." But the humanist professes to have no sympathy with a man's vulgar wants, and the realist shows very little with a philosophy that dreams merely of his spiritual cravings.—Will not these philosophies blend? Denison Maurice might have said "No," and Huxley and Arnold would certainly have said "No"; but now, assuredly, the answer must be "Yes."

Many humanists and realists, or, to be more accurate, classical teachers and science teachers, are alike in their absolute certainty of being right, forgetting that this is a gift which it is the special province of ignorance to bestow. Yet frequently they know no more about education as a science than Swift knew about cycloids. They confuse education with scholarship, with mere erudition. The end of a liberal education, remarked Sir W. Hamilton, is a general evolution of all the faculties and capacities of the mind in their relative subordination. An exclusively literary training will bring about a "mental twist" as surely as an exclusively scientific training. The true educationist aims at training the mind as a whole.

Unfortunately, many of our secondary-school teachers, classical and science, have had no professional training, and it is a fact to be deplored that some of them think such a training to be wholly unnecessary. We speak of the medical

and engineering "professions" because we recognize that the members of each are practising an art based on scientific principles, and that the acquisition of a knowledge of these principles has involved a severe training. Think of a man who has just completed his Arts degree, entirely ignorant of engineering or surgery, undertaking to build a bridge over the Thames or being let loose in the operating theatre of a hospital! Yet we turn such a man into a school-room. No wonder he has the

Blank misgivings of a creature
Moving about in worlds not realized.

What does he know about faculty-training? How would he attack the problem of making a boy's good tendencies self-conscious; of creating new instincts for strengthening or checking existing impulses; of unfolding "the man's thought dark in the infant's brain"? His colleagues will probably tell him that these are matters for theorists.—Who is he that he should disturb the dust of the traditions of three hundred years? Let him look at the school's emblazoned walls.

The amateur teacher often professes to despise psychology; he has no knowledge of the history of education, and to him the lessons of the past are a sealed book; he knows nothing of the work of former teachers, their early faults and blunders he is quite unable to avoid, and he wastes perhaps years in finding out anew for himself the merest commonplaces of his art. As Prof. Laurie points out, practice alone can never make anything but a mechanic. "Is the teaching profession the only one that has no principles, no history—in brief, no scientific bases, no method resting on principles?" Of course, there are many young fellows who, when they begin teaching, quickly realize their deficiencies and endeavour to remedy these deficiencies by entering upon a course of serious reading in the principles and practice of their professional work, but several years must pass away before they can claim to be skilled teachers. With two or three years under a Rein or a Laurie they would be as competent at twenty-four or twenty-five as they are now at thirty or thirty-five. It may be urged that the salaries now offered to assistant masters do not justify the expense of a long professional training subsequent to graduation. But it is only skilled labour that can command high salaries.

At the present day teachers are hampered, and to an extent which, perhaps, Education Authorities do not always realize, by examinations; and, unhappily, many teachers make the serious mistake of supposing that examination successes are a criterion of teaching ability. There is little art in preparing boys for examinations, especially if they are "picked" boys, as they often are. To know the examiner, to know his books if he has written any, to scrutinize questions previously set, to ignore all those parts of a subject which an examiner for his own sake is sure to avoid, all this is considered fair play. The teacher can hardly be blamed, for he finds himself part of an established system. As for the examiner, he may be trained or untrained for his work—quite probably the latter, for he is often chosen because he is a master of his subject, not for his knowledge of education. His office is a simple one—to tabulate the examinees according to their smartness in unburdening themselves of masses of "facts." He is not interested in the "creation of a stately edifice," and, even if he were, he is probably not sufficient of an architect to pronounce an authoritative judgment; he therefore performs the humbler task of testing the scaffolding and the building materials.

No one will deny the uses of examinations: they afford emulation, they are incentives to accurate study, and they convince of deficiency. But the testing of mere mechanical accuracy and of all forms of memory work is the function of the teacher. The true function of an outside examiner seems to be to visit a school towards the close of a boy's career there, and to test him as a teacher's finished work; to test his capacity for judgment and his powers of clear thinking, independent reasoning, and original thought; to form some estimate of the boy as an individual, and to endeavour to discover if he does a thing because it is right or only because it is expedient; in short, to gauge as accurately as may be the boy's intellectual and moral worth. A difficult task? No doubt: but is a Fellowship the hall-mark of a man capable only of examining lists of irregular verbs and of devising such original questions as "What are the properties of hydrogen?"

To prepare a boy for an examination is the one thing that a

young untrained teacher soon finds himself able to do well, for the work demands no knowledge of education and none of the real art of teaching; and the danger is that such a teacher will soon settle down, contentedly, as a mere examination coach. Certain examinations for older pupils will always be inevitable; it is the avoidable examinations which are doing so much mischief. The Consultative Committee's Leaving-Certificate scheme ought to reduce to a minimum many of the existing evils of examinations, and it is greatly to be hoped that this scheme will, in its final form, make it clear that the examination should be correlated with inspection, and that the examination is the business of the examiner and the teacher. The difficulties of equivalence and interchangeability of certificates ought not to prove insuperable.

The task of attempting to bring humanist and realist together is no easy one. Of the two, the humanist seems to be the more intractable, as he is sometimes the more selfish. That old notion of culture too often clings to him. He imagines that, if a man is acquainted with one particular portion of the world's history and literature, and can correctly pronounce *metamorphoses*, that man must have a cultivated mind. He forgets how vast now are the fields of knowledge and that he is perhaps ignorant of everything but what other men have written. With the look of an innocent child he asks how a man can claim to be cultured if when he writes a treatise on chemistry he does not employ the stately style of a Gibbon or plan out the work in a mosaic of epigram. Is this attitude of the humanist fair? What is it that exalts a man to a high-priesthood and admits him to the circle of the sacrosanct if he will only dream dreams in Greek particles, and yet stamps him as the commonest of clay if he dares to see visions in vortex-systems?

But the humanist's unfairness is sometimes unintentional. A prominent head master recently suggested that all science teaching should be postponed *until a boy is sixteen*. And the discussion was a serious one! Imagine a boy specializing in word-hunting until he is sixteen, and then leaving school to be coached in the laws of induction by his mother and sisters!

All serious students of the science of education now agree that specialization of any kind before the age of sixteen is bad. The claim of the science-teacher for one-fourth or one-third of the school time is therefore too great. One-sixth or one-eighth is more reasonable. Three or four hours a week from the age of eleven or twelve to the age of sixteen is hardly too much for science if a boy's powers of observation are to be carefully trained, and if he is to be taught to reason logically, and above all things dispassionately. Then about one-fifth of the school time is required for mathematics. Of the very large margin still remaining, the greater portion can be devoted to literary subjects. The realist's contention that this is more than is necessary must be ignored. Humanism is too subtle a thing to be hurried in the class-room. The spurious humanism which the amateur teacher attempts to extract from grammar and dictionary is one thing, true humanism another. The true humanist teacher is he who transplants the great thoughts of the greatest thinkers into the untilled soil of a boy's mind, and there makes them fructify; who rouses the boy to a full sense of sympathy with his fellows, and convinces him that

He who learns to deaden
Love of self, before his journey closes
He shall find the stubborn thistles bursting
Into glossy purples, which outreddden
All voluptuous garden roses.

The serious mistake is not infrequently made of framing a curriculum to suit the needs of the handful of boys who are going up to the University. The many are sacrificed to the few. Every teacher knows how difficult it is to keep boys beyond the age of seventeen, and, if such boys are to be sent forth permeated with any real humanism into the world, we are compelled, whether we wish it or not, to fall back upon modern literature. And why not? English, French, and German literature possesses a richness, a range, and a variety to which the classics of the past can lay no claim. It is true that something of the perfection of form which belongs to classical times may be lacking to the present day, but it is idle to pretend that this is a matter which need seriously be considered in connexion with the education of boys of seventeen.

Humanist and realist must join forces. Each must recognize that the other is as indispensable as himself to the cause of

education. The humanist of the future must make up his mind to undergo some training in science, and the realist must recognize the many claims of literature. Let the extremists on both sides, who, like Bossuet, are inclined to be as vindictive as they are eloquent, seek together "some unsuspected island in the far-off sea" and fight their battles out alone, unseen and unheard. Chastened by the absence of applause they will perhaps learn anew the old lesson—

Vis consili expers mole ruit sua :
Vim temperatam di quoque provehant
In maius.

The intellect, says Emerson, is void of affection, and sees an object as it stands in the light of science, cool and disengaged. "The intellect goes out of the individual, floats over its own personality, and regards it as a fact, not as I or mine." To disengage this intellect, to seek the truth of things, is the business of education. "Every mind has its choice between truth and repose. It can never have both. He in whom the love of repose predominates gets rest and reputation, but he shuts the door of truth. He in whom the love of truth predominates will keep aloof from all moorings and afloat. He submits to the inconvenience and suspense of imperfect opinion, but he is a candidate for truth, as the other is not."

The one condition of the success of a nation is the moral worth and intellectual clearness of the individual citizen. "When nations fall it is because a degenerate race intervenes between the class that created and the class that is doomed." Must England meet a tragic and unworthy fate because she is not taught to think?

THE EDUCATION OF THE MASSES.

THE subject of the education of our British youngsters, together with its results, is rightly one of the most discussed topics of the day. Its importance cannot be over-estimated, especially as the present results do not seem to justify expectations. It cannot, I think, be denied that our nation is terribly behind in this vital question, that Germany, America, Japan, and Switzerland are "showing us the way," to our national disgrace, and that still we turn a deaf ear and a blind eye to the subject.

Let us, however, ask ourselves this question: What is Education? Is it book learning, a high standard at school, knowledge of science, art, doctrine? Or is it the training of the moral sense of honesty, truth, conscientiousness, and integrity—all that goes to make upright men and women of the coming generation? Have we advanced in either or both, and, if not, why not? These are some of the questions that should be faced and threshed out.

As regards the first point, we think it must be conceded that we have made great strides during the last half-century in the education of the masses. Mr. Robert Lowe's enforcement of the "three R's" has been effective: every one can read, write, calculate, and do much more; in short, we have advanced in knowledge, and knowledge is supposed to be power. But there is another side. I write as employer of a number of men, as parent of a public-school boy for whom I have to pay about a hundred a year for schooling and thorough discipline; I am also ratepayer in two parishes, in both of which I have to pay for the education of other people's children—village and town lads and lasses who are frequently *not* properly disciplined, and who are as tenderly protected by foolish societies and legislation as though they were exotics. These same children are turned out eventually at a high cost to the ratepayers at a high standard, presumably letter perfect and equipped for life. Meanwhile, the dailies are constantly reporting hooligan outrages, petty thefts, and immoral acts; we cannot get a qualified domestic servant or a respectful house-boy without the greatest difficulty, whilst employers complain bitterly of the scarcity of farm labourers and young working men who take any pride in their work, or who look upon their master's interests as identical with their own. It is the day of all take and no give, and all around we see extravagance and incapacity on the part of the rising generation. For as they start so they go on.

I can give one instance. A young married couple just

started in life—the wife calling herself a cook before marriage—the husband, a young workman earning about a pound a week—a young family. Now one would say it would be none too easy to make ends meet. What do we find? My gardener, who lives next door, brings enough bread from their dust-bin twice a week to feed a score of rabbits: there are half loaves (not pieces), half cabbages, French beans at eightpence a pound—all good wholesome food, had it been utilized—all this thrown away as useless. Take another example: a young couple starting on eighteen shillings per week indulge in frequent seaside trips and pay serenely half-a-crown each for a restaurant dinner far beyond their means. And any district visitor will tell you these are not isolated examples. We look around, we see this and much more: holidays galore, servants changing their places every month, factories filled with girls, respectable and otherwise, because they have their liberty in the evenings. And the consequence is, streets teeming with ill-fed disreputable girls and boys who go to make up the hooligan class. Even in the villages it is the same. At a certain country railway station, near the writer's town, it is not safe for a woman to go near it alone after dusk, owing to the noisy and disreputable youths and hobbledehoes in the place, who make a rendezvous of the most exhilarating spot in the village. As many as thirty young loafers have been seen at one time making night hideous, whilst the village policeman was discreetly absent at the other end of the village. A Board-school master of large experience assures the writer this is by no means an isolated case.

Let us now ask ourselves:—First, what was the state of things forty years ago? Second, are we better now? Third, if not, why not? Fourth, the remedy? Forty years ago there was, of course, an appalling amount of ignorance, a newspaper being an unheard-of luxury amongst the lower classes. Boys and girls were taught a small amount of book learning, a goodly amount of discipline, a wholesome respect for those in authority; the boys were taught civility and a craft, the girls docility and needlework. Every lad's aim was to work on "maester's" farm, or take a place at "squire's," as his father did before him; whilst his sister's ambition was to take service in some squire's or parson's family. In the towns it was much the same. The servant difficulty was non-existent; there were plenty of able-bodied, good-natured young country girls; employers could rely on hard-working, honest workmen.

I am fortunate in having at the present moment a specimen of the real old-fashioned sort of artisan—that same gardener of whom mention has been made. He is seventy years old, prides himself upon being able to do what he calls a "good hard day's work with the best of them," and he still considers his interests identical with those of his master. This old man can neither read nor write; he takes little interest in the topics of the day, and politics have no charm for him. Nevertheless, or perhaps consequently, he refused two heavy bribes at a recent election. Should his live-stock require supervision, he will even give up a portion of his dinner hour; he has also been known to come frequently to his work at five in the morning.

My neighbour also employs a number of men, all of whom are kept to time only by means of strict supervision and much pressing of automatic buttons, &c. None of them would do any work one minute after time without extra payment. One would not expect men to work for nothing; but it shows the tendency of the age—an utter want of sympathy with their master's business affairs and of perception that their interests should be identical.

A lady friend was expatiating one day on the all-absorbing servant question. "I always keep my girls," she said to a wondering and sceptical audience of matrons. "I have found out the secret. I let them go out every evening; I give them every liberty, and they are quite content." She had three domestics, and the plan answered very well at first. But by-and-by there was a scandal in that house, and the lady gave up her experiment in disgust. Every matron has now the same cry—the wastefulness, incapacity, &c., of her domestic when she can get one.

And we find that same spirit of unrest, of indifference and incompetence everywhere; even the rural districts are not exempt. Farmers find it impossible to get men to work overtime, even with the prospect of overpay, and with the sight of rotting fruit or over-ripe corn to reproach them. They flock to

the town, where they are not wanted; when there, they may and do complain of the want of work: the truth is, they are too lazy to seek it in the country districts where it can be found. They have been educated beyond village tastes, and they prefer the town drink and town associates.

Therefore, at first sight, it would seem that there is not the improvement one might have expected: we have to face a very unsatisfactory state of affairs. It must be remembered, however, that we are in a state of transition, have burned our boats behind us, whilst the future is still undefined. Our system of education for the masses is not a sound one, inasmuch as it goes too far in one way without going far enough in another. The children of the people are sent as infants to the schools; so far, well and good; they are at any rate out of mischief. But of what does their education consist? They are put under more or less educated pupil-teachers and crammed. It is all purely mechanical, bookish and useless, for the little brains cannot grasp facts at such a tender age. As they advance in parrot lore, they are raised to a higher standard. It is always the same—a mechanical forcing of undeveloped faculties. One cannot blame the teachers: it is the system that is at fault. Of what use are higher mathematics, science, music, and fancy needlework to the boys and girls who will have to earn their living as labourers and servants? I maintain that education of the masses, to be rightly directed, should consist of *manual* instruction allied intelligently to theory. The "Dotheboys" plan of Mr. Squeers was not a bad one in one respect: his boys had to do things instead of learning about them. If this plan were adopted, each boy would leave school equipped to a great extent with a knowledge of a trade, each girl would have at least a rudimentary knowledge of cooking, housework, and plain needlework.

Then, again, more especially in the poorer parts of our great cities, these children are sent to school hungry and ill-clad. It is so much time wasted to feed a starving mind allied to a starving body. The remedy is difficult to suggest. Free meals for school-children would demoralize the parents, and the ratepayer would object, and rightly, to have not only to educate but to feed his labourers' children. Indiscriminate charity does not meet the case, and would lead to over-population. It might be possible to start co-operative meals for school-children, wholesome meals that would meet expenses, and enable the parents to pay for proper food for their little ones. Why should not these meals be cooked by the elder children in turn, under proper tuition, and so form part of the practical training to which I have referred?

Another defect in our school system is that the child leaves school too early. How can a child of twelve be expected to know or to remember much? Certainly he begins his education at an early age; but only the last three years of school life are of any practical value to him. Then he leaves, a mere child, to become errand boy and to waste his evenings with his kind in the streets.

The State thus loses an opportunity. There is the raw material turned out in a most imperfect manner. Why not evening continuation classes for the girls and boys who have left school—compulsory, as was their early Board education? These need not interfere with any daily occupation of the children. Few parents would object to their children being taught a trade and kept from the streets at a most critical age. The technical and higher-grade schools of our great cities do a little; but they do not touch the artisan class of the smaller towns and villages.

It may be urged that all this would mean an increased burden on the ratepayers. Granted; but an unsound education is a national danger. If the moral tone and the commercial value of the lower classes are increased, if there is less immorality, less crime and incapacity, less drink and workhouses, then any extra outlay would surely be amply repaid to the ratepayers.

Another drawback to modern education is the teacher himself. There is a certain want of discipline in our schools, and this is partly owing to the "man in charge," who is, in many instances, not equal to his responsibility. A firm, just teacher, with plenty of brains and judgment, and with a keen insight into individual character—this is the man required in our schools, especially as the spirit of the age is against corporal punishment. When we meet with such a man we find he gives a moral stamp to his scholars which they never lose.

This brings us to the last point—that of insufficient attention

to the moral training of our boys and girls. Children are children all the world over; but the coming race shows itself at present in England in very ugly form. Watch the behaviour of youngsters let loose from many of the lower-grade schools; note their impudent, aggressive ways; listen to their language. It is not edifying. They have come from school, fresh from the cramming process, presumably full of book knowledge; but teacher has forgotten to teach them their manners.

At the same time, far be it from me to apportion all blame to the teacher. It must be conceded his task is not an easy one, as he has to counteract the, too often, evil and degrading home influences of his scholars. Therefore, all the more reason for a man of weight and authority, a man who can and will teach the youth of the age to become respectable, truthful members of society.

If, however, we neglect moral training, and cram with book learning a boy of hereditary low brain power, of inherited low principles and tastes and embryo intelligence; if we put into his head that he is as good as you are and your equal, when as yet he is nothing of the kind; if we utterly ignore the broad principles of right and wrong, uprightness and respect to those above him, presently we have the loafer, the ne'er-do-well, and the full-blown hooligan.

That enterprising little country Switzerland teaches us a lesson. It has passed through the primary state of education, and we see the successful results of a complete practical and popular education. We find there that their system, rightly directed, is a mighty factor for good, that it raises the status of the domestic and the labourer, and that in a country where all are educated the only disgrace in manual labour would consist in being uneducated for it. May the time soon arrive when the coming youth of England will likewise be given what is their due—a complete training, physical, moral, and practical!

E. HENNIKER GRANT.

CORRESPONDENCE.

SUGGESTIONS FOR A TEACHERS' REGISTER.

To the Editor of The Journal of Education.

SIR,—The present Teachers' Register with its two columns seems a very futile thing from the secondary master's point of view. He fulfils certain qualifications at a considerable cost to himself, pays a guinea to be on the Register, and at present gets absolutely nothing for it. Secondary schools are being started all over the country; but secondary men are not necessarily appointed to them, either as heads or assistants. In most cases they are our old friends the higher-grade schools turned into secondary schools, with the staff of elementary teachers retained complete. Where they are new schools the staff is, as often as not, made up of elementary teachers. Only a little while ago there was an advertisement in the *School-master* for a man to teach conversational French—an elementary teacher preferred.

Arrangements are being made all over the country to train pupil-teachers at a cost of about £100 each, to be followed, in thousands of cases, by a training college course, costing from £150 to £200 each, and not one of these so-called elementary teachers will consider himself or herself bound to elementary-school work if anything better offers. At the same time, those who wish to become secondary teachers, but cannot face all the cost of an expensive training, are debarred, if honest, from the above training by the declaration which has to be made on entering a training college.

Apparently, too, we shall soon have two classes of secondary teachers—the ex-elementary, whose education has been paid for by the community, entitled to a pension, and the real secondary teacher, whose education has not been paid for in this way, without a pension.

Could anything be more absurd than the present condition of things, which practically encourages a man to get his education on false pretences and then considers him to be the person best qualified to train up children in habits of truth and honesty?

I would suggest that the declaration made by King's Scholars be altered to one stating simply that they intend to teach, and

that these scholarships be thus thrown open to all intending teachers, elementary or secondary, who care to avail themselves of them. The two columns of the Register should be also thrown open to all teachers, elementary or secondary, admittance to one column demanding higher attainments than to the other. Thus, all teachers in all schools who passed the present Elementary Teachers' Certificate Examination, and gave evidence of sufficient experience and ability in teaching, should be registered in Column A; all teachers who held the degree diploma of any reputable University, and who gave evidence of sufficient experience and ability in teaching, should be placed in Column B. In both cases it should make no difference whatever whether the experience had been gained in elementary or secondary schools, provided they were satisfactory of their kind. Those registered in Column A should be eligible for all posts in elementary schools; those in Column B for all posts in elementary or secondary schools. Naturally, men in Column B, though eligible, would not be appointed to headships in big elementary schools unless they had worked in such schools in a different position.

At present all teachers registered in Column A are entitled to a pension on retirement. A somewhat higher pension should be given to those registered in Column B. It seems to me that this system would be fair all round, which is not the case with the present system; and it would also tend to do away with the present distinction between elementary and secondary teachers.—Yours, &c.

HARRY WYCH.

GYMNASTIC AND GAMES MISTRESSES.

To the Editor of The Journal of Education.

DEAR SIR,—It would be interesting to know the opinion which head mistresses and principals of girls' schools have formed as to the efficiency of the mistresses who are being trained in large numbers annually in the various physical training colleges of the country. Since Madame Bergman Oesterberg led the way, these institutions have become fairly numerous. A great many girls' schools have a resident gymnastic and games mistress on the staff.

In common with many other head mistresses who realize the importance of the physical training of girls by specially qualified ladies, I have for some time had a trained member of our staff for this part of the school curriculum. But I have not yet succeeded in obtaining the help of a suitable lady. A games mistress has more opportunity of influencing girls than any other member of the staff. She meets them under circumstances peculiarly fascinating to the average schoolgirl. She should, therefore, possess in a special degree the graces and qualifications of a high minded woman of culture. The first I had was a quiet well-bred inoffensive woman, but devoid of that force of character so necessary to a leader of girls. The girls got the upper hand, and, though I liked the mistress personally, it was impossible to keep her. The next was equally unsuitable, though for other reasons which I need not particularize; she did not stay out her first term.

There is no lack of capable and suitable women in other departments. In the course of a long experience I have had a splendid succession of English, mathematical, music, science, and other mistresses: most of them, capable cultured women, who proved themselves strenuous, devoted workers, and loyal coadjutors, with whom it was delightful to work. But I have yet to find the games mistress who possesses these very necessary qualities. I know from intercourse with other head mistresses that I am not singular in this experience. The thought naturally occurs whether the physical training colleges have at present got hold of the right kind of women for the very important work for which they profess to prepare. I hope other principals who realize the importance of this work will express their opinion on the matter.—Believe me, Yours faithfully,

HEAD MISTRESS.

SOCIÉTÉ DE L'ÉDUCATION PACIFIQUE.

Aux Instituteurs et Institutrices de la Grande Bretagne.

CHERS COLLÈGUES,—Cordialement heureux du rapprochement amical entre nos deux pays, nous désirons faire tout en notre pouvoir pour fortifier et étendre cette amitié, confiant dans l'espoir que vous êtes animés des mêmes désirs. C'est pourquoi nous venons aujourd'hui vous exposer le mouvement, si rapidement développé en France depuis quelques années, et qui a pour but l'éducation de la jeunesse suivant

les principes de paix et de fraternité internationales, sans porter aucune atteinte au sentiment sacré du patriotisme.

Tel est tout spécialement l'objet de la Société de l'Education Pacifique, fondée en 1901, et dont le programme se résume ainsi :

"Faire comprendre à l'enfant qu'il n'y a pas deux morales, une pour les nations et une pour les individus ; le pénétrer de l'idée de justice et du sentiment de la fraternité humaine envers tous les peuples de la terre ; lui inculquer le respect de la vie ; lui démontrer que la guerre n'est point un mal inévitable, et que les discordes des gouvernements peuvent être réglées par l'arbitrage : en un mot, former des cœurs pacifiques et transformer le patriotisme de haine en patriotisme d'amour."

Tels sont, chers collègues, les principes qu'appliquent dans leur enseignement, au foyer et à l'école, les éducateurs adhérents à l'Education Pacifique, et ceux-ci sont si nombreux et ont rencontré tant de sympathies dans la presse pédagogique, qu'ils représentent véritablement l'esprit d'une très considérable partie du corps enseignant français.

En outre, les nations commencent à comprendre combien il leur importe de se connaître réciproquement et de vivre entre elles en bonne harmonie ; de là ces traités d'arbitrage, qui permettent de régler pacifiquement les contestations internationales. Tous ces symptômes nous encouragent dans notre tâche et nous inspirent l'espoir de voir se réaliser les principes de notre enseignement. Mais, pour que cet enseignement soit réellement efficace, il ne faut pas qu'il demeure localisé en France. Nous nous adressons donc à vous, dans un sentiment de cordiale fraternité, pour demander à ceux d'entre vous qui partagent nos convictions de travailler avec nous, afin que nos deux pays, qui ont tant contribué, dans les siècles passés, à répandre dans le monde la culture, la civilisation et la liberté, s'unissent aujourd'hui pour propager les idées de paix et de justice. Dans l'espoir que vous voudrez bien vous joindre à nous dans un commun effort, nous vous prions, chers collègues, de croire à nos meilleurs sentiments confraternels.

MADELEINE CARLIER.

[We gladly accede to the request of Mme. Carlier to publish the above open letter, which is signed in addition by the representatives of over two thousand French teachers. Communications should be addressed to Mme. Carlier, Croisilles, Pas-de-Calais.—ED.]

CADET CORPS AT THE CAPE.

To the Editor of The Journal of Education.

SIR,—It may be of interest to some of your readers to learn something of the cadet movement in Cape Colony. There are at present forty-one corps, with a strength of about five thousand. In many schools the cadet corps is compulsory on all physically sound boys over twelve years of age, and there is a strong movement in favour of making it universally compulsory.

The Government gives a grant of £2 per annum to every cadet who puts in a minimum of twenty drills per half-year and passes in class-firing. Drill instructors, arms, and ammunition are provided free by the Government ; but uniforms, equipment, &c., must be provided out of corps funds.

The cadet arm is the Martini carbine ; but, as this weapon is unsuitable, it will soon be replaced by a small-bore carbine.

Every cadet of over six months' service must class-fire every half year, making at least fifty out of ten shots each at 100, 200, and 300 yds., or he loses 5s. of his grant. The shooting, on the whole, is very good ; in many cases, excellent.

The corps are very popular with the boys, and we have little difficulty with them, our chief trouble being with "Head Quarters," who evidently imagine that schoolmasters have nothing else to do but run cadet corps.

An annual camp is held near the largest centres of population, and much genuine work is then put in. Of course, cadets and volunteers are bound to be of more serious use here than in England, as we are in the midst of a large coloured population, who are an ever present menace to the whites of this land.—Yours, &c. S. PINCHIN.

St. George's Cathedral Grammar School, Cape Town.

May 25, 1905.

AN IDEAL WEEK FOR TEACHERS.

To the Editor of The Journal of Education.

DEAR SIR,—If, as Bishop Creighton held, the chief end of education is not to teach people how to work, but to fit them to make a good use of their leisure time, the National Home-Reading Union and its sturdy offspring, the Co-operative Holidays Association, must be regarded as standing in the forefront of educational institutions. Only by an inversion of ideas can work be regarded as good in itself. Work is but a necessary preparation for play. The N.H.R.U. has for its object the utilization of leisure time—play in its widest sense, and especially play of the mind. Courses of reading in a great variety of subjects are drawn up ; magazines are published each month dealing with these courses ; visits to museums and places of historic interest

are arranged ; every available means of rendering study attractive is adopted, including a Summer Assembly held each year in some interesting and beautiful spot. This summer the N.H.R.U. joins forces with the Co-operative Holidays Association, whose Holiday Houses are situated in several of the most charming places in the United Kingdom. Ladies, who give their services as hostesses, preside over these houses ; University men and others act as guides to the antiquities of the neighbourhood, or expound its geology and natural history. One of the pleasantest of these houses is Ardenconnel, between Loch Lomond and the Firth of Clyde. Here the Summer Assembly will be held during the week commencing Saturday, June 24. Lectures will be given in the mornings and evenings ; the afternoons will be devoted to excursions. Much hospitality has been promised to members of the Assembly, including an invitation from the President of the N.H.R.U., her Royal Highness the Princess Louise, to visit her house at Roseneath.

All information may be obtained from the Secretary of the N.H.R.U., Surrey House, Victoria Embankment, London.—Yours faithfully,

Downing Lodge, Cambridge,

June 12, 1905.

ALEX HILL,
Chairman, N.H.R.U.

"BLAKE'S HISTORICAL CHARTS."

To the Editor of The Journal of Education.

SIR,—It was my pleasure and privilege years ago to teach in a school of which the above author's father was principal. His historical "*Chats*"—not "*Charts*"—with his classes awoke in me a lasting love for history. His earnest, easy flow of talk, his deep learning, his long years of residence in Eastern lands and his familiar intimacy with their languages and history, made his "*Chats*" live in my memory, rolled further back the limited horizon of my little view, and awakened within me an earnest desire to look further and further, away and away into the great beyond, into the long past, not only of our own little islands, but universally.

Throughout our school we taught history and geography simultaneously, without dryness, without drudgery. Were we dealing with Turkey in Asia, we remembered not only the Tigris and Euphrates with Bagdad and its manufactures of leather, silk, cotton, and woollen goods, but Turkey in Europe with Macedonia, by association with Alexander the Great, the ablest general of all time, and cruellest. The field of Hastings, William of Normandy, and Harold were to us more than mere names, with dates assigned : we were led to associate these with Rollo, the Norwegian Viking of the tenth century. It interested us to know, as we studied Normandy, that this pagan pirate king became the Christian son-in-law of Charles III., "The Simple," son of "The Stammerer." Facts thus implanted with associations root themselves and live ; otherwise unassociated, sterile facts, dry as dust, readily blow off from the surface of the memory and are lost.

The historical mantle of my worthy "chief" seems to have fallen upon his youngest son, but, instead of *chats*, he is giving to the world a series of really valuable *charts*. May he find strength and encouragement to finish his great undertaking.

Liverpool, June, 1905.

M. A. J.

BOOKS OF THE MONTH.

Classics.

The Peace of Aristophanes. Edited by H. Sharpley. Blackwood, 12s. 6d. net.

Aristophanes, Acharnians. Edited by C. E. Graves. Cambridge University Press, 3s.

Greek Reader, Vol. I. Adapted from Wilamowitz-Möllendorff's Griechisches Lesebuch. By E. C. Marchant. Clarendon Press, 2s.

A Chapter in the History of Annotation, being Scholia Aristophanica, Vol. III. By W. G. Rutherford. Macmillan, 25s. net.

Divinity and Theology.

The Religion of Israel. By Canon Ottley. Cambridge University Press, 4s.

Old Testament History for Sixth-form Boys. By Rev. T. Nicklin. Part III., from Death of Jehoshaphat. A. & C. Black, 3s.

Pro Fide : a Defence of Natural and Revealed Religion. By Charles Harris, B.D. Murray, 10s. 6d. net.

Village Sermons. Second Series. By F. J. A. Hort. Macmillan, 6s. School Prayers for Week-day Mornings, with Preface by Archbishop of Canterbury. Rivingtons, 2s.

Drawing.

Complete Course of Free-arm and Industrial Drawing. By J. W. T. Vennell. Blackie, 12s. net.

Nelson's New Drawing Course. Stage V. By J. Sangham. 10 sheets in cloth portfolio, 15s.

English.

- The Principles of Argumentation. By G. P. Baker and H. B. Huntington. Ginn, 6s.
 Bell's Miniature Series of Great Authors.—Milton. By George C. Williamson. 1s. net.
 Caroline Poets, Vol. I.: Chamberlayne, Benlowes, K. Philips, Hannay. Edited by G. Saintsbury. Oxford University Press, 10s. 6d. net.
 Essays from Addison. Selected and edited by J. H. Fowler. Macmillan, 1s.
 Murray's English Grammar. By T. D. Hall. New edition, revised and enlarged.
 Macmillan's English Men of Letters.—Edward Fitzgerald. By A. C. Benson. 2s. net.
 Robertson's "Society" and "Caste." Edited by T. E. Pemberton. Heath, 2s. 6d. net.
 English Poetry, Lyrical. Edited by Arthur Burrell. Dent, 1s.
 Chapman's "Bussy D'Ambois" and "The Revenge of Bussy D'Ambois." Edited by F. S. Boas. Heath, 2s. 6d. net.

History.

- Mediaeval and Modern History. By Philip van Ness Myers. Revised Edition. Ginn, 7s. 6d.
 Jack's Historical Readers.—Stuart England. 1s. 6d. By Shadrack Hicks. Hanoverian England. By A. W. Dakers, 1s. 8d.
 A Brief Survey of British History. By C. E. Snowden. Methuen, 4s. 6d.
 Student's American History. By D. H. Montgomery. Revised Edition. Ginn, 6s.
 An English Church History for Children, A.D. 597-1066. By Mary E. Shipley. Methuen, 2s. 6d. net.
 Harvard Lectures on the Revival of Learning. By J. E. Sandys. Litt.D. Cambridge University Press, 4s. 6d. net.

Mathematics.

- Mechanics. By W. D. Eggar. E. Arnold, 3s. 6d.
 Elementary Algebra for Junior Students. By Dr. J. Lightfoot. Ralph, Holland, 2s. 6d.
 Model Sights: a Synopsis of the Modern Practice of Navigation. By W. Hall. Clive, 2s.
 Note-Book of Experimental Mathematics. By C. Godfrey and G. M. Bell. E. Arnold, 2s.
 Key to Borchardt and Perrott's New Trigonometry for Schools, Part I. G. Bell, 5s. net.
 Woolwich Mathematical Papers, 1895-1904. Edited by E. J. Brooksmith. Macmillan, 6s.
 Kummer's Quartic Surface. By R. W. H. T. Hudson. Cambridge University Press, 8s. net.
 Geometrical Conics. By G. W. Caunt and C. M. Jessop. E. Arnold, 2s. 6d.
 Intermediate Arithmetic. By G. H. Bradford. Jack, 10d.
 Elementary Practical Mathematics. By H. A. Stern and W. H. Topham. G. Bell.
 Key to Baker and Bourne's Elementary Algebra, Part II. G. Bell.
 Introduction to Analytical Geometry. By P. F. Smith and A. S. Gale. Ginn, 5s. 6d.

Miscellaneous.

- The Upton Letters. By T. B. Smith, Elder, 7s. 6d. net.
 Repoussé Metalwork. By A. C. Horth. Methuen, 2s. 6d.
 The Shipbuilding Industry. By David Pollock. Methuen, 2s. 6d. net.
 The Poetry of the Future. By Laurence Owen. Simpkin, 2s. 6d.
 "Adventure Series."—Adventures of Mendez Pinto. Translated by H. Cogan. Fisher Unwin, 3s. 6d.
 A Handbook of Free-Standing Gymnastics. By E. Adair Roberts. Sherratt and Hughes, 3s. 6d. net.
 The Metaphysics of Nature. By Prof. Carveth Read. A. & C. Black, 7s. 6d. net.
 A Vagrant Englishwoman. By Catherine Dodd. Smith, Elder, 6s.

Modern Languages.

- Voltaire's Zadig. Edited by Irving Babbett. Heath, 1s. 6d.
 Trafalgar. By Benito Pérez Galdos. Edited by F. A. Kirkpatrick. Cambridge University Press, 4s.
 Selection from Standard French Authors. By O. G. Guerlac. Ginn, 2s. 6d.
 French by the Direct Method. Adapted from the German of Rossmann and Schmidt by T. Cartwright. Part II. Jack, 1s. 8d.
 Der Schutz von der Kanzel, von C. F. Meyer, edited by M. H. Härtel. Ginn, 1s. 6d.
 A German Drill Book. By F. K. Ball. Heath's Modern Language Series, 2s.
 Murray's Handbook of Travel Talk. Stanford, 3s. 6d.
 Heath's Practical Spanish Grammar. By E. C. Hills and J. D. M. Ford, 3s.

Natural History.

- Bird Life Glimpses. By Edmund Selous. With full-page illustrations by G. E. Lodge. G. Allen, 6s. net.

Pedagogic.

- Kinderzeichnungen. By Dr. Levinstein, with appendix by Dr. Lamprecht. Voigtländer, 12m.
 Arithmetic and Geometry: a Plea for Educational Reform. By C. T. Males. Educational Supply Association. 9d. net.
 The Teaching of Modern Languages. By Leopold Bahlsen, translated by M. B. Evans. Ginn, 2s. 6d.
 Special Reports on Educational Subjects. Vol. XV. Part I. The Teaching of "Domestic Science" in the U.S. of America. Wymans, 1s. 9d.

Science.

- Treatise on Chemistry. By Sir H. Roscoe, F.R.S., and C. Schorlemmer, F.R.S. Vol. I. The Non-metallic Elements. New and revised edition. Macmillan, 21s. net.
 Practical Nature Study for Schools. Part I. Questions for Pupils (a note-book). By Oswald H. Latter. Dent, 2s. 6d. net.
 Nature Study Lessons. By Mrs. Lide B. McMurry. Macmillan, 2s. 6d. net.
 Elementary Steam Engineering. By H. W. Metcalfe, R.N. Longmans, 7s. 6d. net.
 Notes on Volumetric Analysis. Enlarged edition by J. B. Russell and A. H. Bell-Murray, 2s.

TEACHERS' GUILD NOTES.

THERE must be many persons scattered about the country to whom the announcement of the establishment of a new Education Society will be a matter of interest. The members of the Guild have already received full particulars of the scheme as far as it has been worked out, and the announcement that Hon. Secretaries have been chosen. They also have been told that Prof. Lloyd Morgan, of Bristol University College, will give the Inaugural Lecture in October next. The Society will be called "The Education Society of the Teachers' Guild," but will admit to membership persons who for any reason do not wish to belong to the Guild. Its most valuable work, apart from lectures by distinguished pedagogic authorities, will be of the nature of organized observations and experiments in the class room and among school pupils generally, and the bringing together and publication of the results of such observations and experiments. Mere discussions, which tend to exhaustion and leave little behind them, will not be encouraged. Child study, as limited, practically, to *young* children, will form but a portion of its activity, being already the special business of, at least, two Societies. In England the scientific study of applied education is in its infancy, and so long as we are so backward in this respect there will always be a tendency to make fresh attempts to establish such a Society as the Guild is making an effort to start. One of the chief difficulties is that, for the purpose of meetings, such a society must draw mainly on the inhabitants of one great centre of population, usually London, but the collection of observations and the making of experiments can be carried on in any centres, and the publication of Proceedings will bring the record of work done to all members.

When the Guild took over the work of the former "Education Society" it was at a disadvantage through not having any organ published at regular intervals in which to record its proceedings. This difficulty was a serious one, as their publication for distribution among a select number of persons was a costly business; but now the *Teachers' Guild Quarterly* is at hand, and, existing, as it does, for the general information of members of the Guild, it will gladly extend its pages, so as to give full space to the proceedings. The future of the Society depends mainly on the number of scientific *workers* in education throughout the kingdom—an unknown quantity at present—who are willing to join it. It should secure the support of all professors of education, heads of training colleges, and masters and mistresses of method, and also of that element of vital importance—the young enthusiasts who have taken up educational work for the love of it and are never satisfied either with the following of precedent or with mere empiricism, however enlightened.

If the Society attains any strength, it will be encouraged to undertake the publication, by subscription or otherwise, of some rare pedagogic works which are at present practically inaccessible, and of translations from foreign languages of books and pamphlets on educational subjects which do not appeal to the publishing houses.

Mr. S. H. Butcher, Chairman of Council of the Guild, and many other members of the Council will join the Society on its formation, and in order to get provincial support the Branches of the Guild will each be invited to appoint a corresponding member to be in constant communication with the Committee of the Society. Correspondents in foreign countries will also be appointed. All persons, whether members of the Guild or not, who are interested, are invited to apply for particulars to the offices of the Guild, 74 Gower Street, London, W.C.

A REQUEST which we have received, to bring the Summer Meeting of University Extension students at Oxford in August, 1905, to the notice of members of the Guild, reached us too late for us to accede to it in the *Teachers' Guild Quarterly* for June. "Teachers' Guild Notes" supply the opportunity to remedy this to a large extent. Those of our members who heard Prof. James Stuart's Presidential Address to the Guild at our Norwich Conference eight years ago will be interested to know that "the real pioneer of University Extension" will deliver the inaugural address at the meeting. Prof. Stuart won us all at Norwich by his address, and charmed us later, when, as President of the Conference, with great promptitude and presence of mind he filled up a gap of time, due to the unexpected absence of an announced speaker, with an impromptu discourse on the subject in hand, which was all the more delightful inasmuch as it was the overflow of a keen intelligence, concentrating itself on the business of the moment, without any preparation. We remember that at one point, when he seemed to need apparatus for the purpose of illustration, he seized on a walking-stick which was handy, and drove his teaching home with it. In his hands that simple piece of wood acquired new forces. It is of good omen for the programme that it will be introduced by Prof. Stuart.

The general scheme of lectures has been designed to illustrate the history, literature, fine art, and architecture of the period of the Renaissance and the Reformation. This is one of the five great thought epochs in the history of the human race, and yields in importance to none of the other four, from the teacher's point of view, if treated connectedly by the various specialists who will expound it. We assume that there are ample guarantees for this in the long experience which Oxford has had of such meetings. Our times and their birthday form an all-important subject in modern school teaching. This was recognized by the Committee appointed to choose a memorial to our never-forgotten first Hon. Librarian, W. H. Widgery, when they decided on the purchase of a collection of books dealing with this very period, which collection has proved itself of great value to those who use the Library.

Another feature which will obviously appeal to many members on their technical side will be the special classes in the Theory and Practice of Teaching, including Adolescent Education (four classes), Reform in Modern Language Teaching (four lectures by Mr. Max Walter, Head Master of the Real-gymnasium Musterschule, Frankfurt-on-the-Maine), and Nature Study (eight classes). We know that there are some men of weight who think that a teacher's holiday should be altogether a fallow time; but we believe that three weeks or so of an Oxford summer spent over such a bill of fare as the Extension Delegacy offers are more refreshing to many minds than pure "browsing," especially if followed by another three weeks of carefully arranged forgetfulness of one's life occupation, during which the new inspiration can have unconscious play and "the new learning" can be automatically digested.

COLONIAL AND FOREIGN NOTES.

FRANCE.

One of the highest duties of the State in regard to education is that of providing books for those who are engaged in research or higher teaching. No private student can afford to buy more than a small proportion of those that he requires. Public assistance may fairly be claimed by those who are labouring to benefit the public. It is especially with regard to foreign books that such assistance is necessary. But a public library cannot purchase all foreign books on the chance that some of them may be helpful to an isolated student. How is a selection to be made? France has just established, in connexion with the Bibliothèque

nationale, a special committee to advise what scientific works published abroad should be acquired for the nation. The list of members is one of twenty eminent names—those of Marcel, Darboux, and Poincaré being likely to be most widely known in England. Perhaps the idea may commend itself to the managers of the various great collections in England, who often house rubbish for the lack of counsel and spend on printed matter the money voted for books.

One of the most striking differences between secondary education in France and secondary education in England relates to the supervision of the taught. In a large English boarding school the masters necessarily live much with the boys and control the discipline in all matters except those which belong to the province of the monitors or prefects. In France, of course, any form of supervision is derogatory to the dignity of the *professeur*. Now, of late the *professeurs* have been asked to look after their pupils in the intervals. Hence protests, muttered or loud. Hence the solemn resolution, adopted by a recent congress, which declares that this is a step towards confounding the functions of instruction with those of surveillance! It is contrary to all law! It imposes on the teachers "une besogne subalterne et pénible," not justified by any necessity or by any resulting advantage! Our readers will see how different is the English view. We hold that the recreations of the interval, the cause of all these tears, are an essential part of the education of the boy; that to confound the functions of instruction with those of supervision is a most desirable object; and that, when combined, they make up something like the functions of education. How can a man teach by example if he shrinks from his pupils out of class and leaves their moral life to be watched over by contemned ushers?

The usher, however, that is to say the *répétiteur*, is striving to develop himself, in spite of objections from above, into what he calls a *professeur adjoint*. It is pleasant to see the trodden worm turning at last. But more important than this revolt is the coming into existence of a National Federation of all engaged in public secondary education. It is open to all *professeurs* and *répétiteurs*, has its headquarters at Paris, and is designed, on the one hand, to study questions relating to secondary education; on the other, to defend professional interests. All the present secondary federations are to be incorporated in it, and voting will be by federation. The National Federation will express itself by means of a central committee and of a Congress. A proposal to adopt the *Solidarité* as the organ of the society was rejected on the ground that the separate autonomous federations could not be represented by a single voice, and it was decided to have a simple *Bulletin*, a sort of letter-box, into which communications, of whatever tendency, may be dropped. We comment only on the difficulty of uniting societies that are essentially trade unions with those concerned simply with education. There may conceivably arise at times a conflict of aims.

With overburdened time-tables, geography is a subject that often fares ill. We incline to think that in modern schools and on modern sides it should be taught as a branch of science, and that elsewhere the study of it should be narrowed and correlated with history. To learn the heights of mountains, the small tributaries of rivers, the ever-changing populations of towns, and so forth, is an unprofitable occupation, unless there be time to work out the connexion of the facts acquired. France has been acting under the impulse of some such feeling, and so has stirred the wrath of the geographers. A petition, signed by more than two hundred teachers, has been presented to the Minister of Public Instruction, setting forth the services that geography is "capable of rendering in a democracy," how it unites the advantages of speculative studies with those of practical, and how badly it has been used of late. It is treated, say the petitioners, as a merely accessory subject. Physics, chemistry, and natural history have their special rooms, their special material, and sums voted to them severally for maintenance. Geography has hardly ever a separate room, and must eke out its scanty material by means of voluntary contributions from pupils. At Saint-Cyr the entrance examination no longer includes a paper on geography, questions on which are set only a *propos* of history. Moreover, the division of school instruction into two cycles makes it impossible to find in the upper classes a place for the geographical study of the great countries of the world; children never hear of the United States, for example, after they have left the sixth class. The petitioning geographers demand that more time should be allotted to their subject, that they should have specially fitted class-rooms, that Saint-Cyr should give, as before, a geography paper, and that the teachers of history and geography should be allowed to concentrate, as far as possible, their attention on geography when it is the object of their predilection. We concede that the geographers have a case. But we should like much to see a school in which *all* the specialists have had their way.

The French Academy, after examining the report of the Commission for preparing a reform of French orthography, has rejected a large number of the changes proposed. At the outset it repudiates the idea of a phonetic orthography, since sounds vary from generation to generation, nor can

any one decide what province has the really true pronunciation of any sound or word. It confesses an attachment to etymological orthography. It points out the practical inconvenience that would arise from the extensive innovations projected. Above all, it lays stress on what is called the literary argument, holding that a word has a value in itself, that it is a clearly outlined form of beauty, and that Victor Hugo's verses:

"Un frais parfum sortait des touffes d'asphodèle ;
Les souffles de la nuit flottaient sur Galgala,"

would not be what they are if written :

"Un frai parfum sortait des toufes d'asfodèle ;
Les souffles de la nuit flotaient sur Galgala."

Whether the various animated discussions that are taking place will have much practical result we cannot say ; but we still have hopes of some simplification. The wits suggest that what the Academicians really object to is the possible disfigurement of their own verses. But, then, wits will say anything.

GERMANY.

Slowly Germany wakes to a consciousness that woman's highest mission is not to cook. Higher schools for girls are being developed. There is a prospect that, when this year the several States revise their agreement as to the recognition of *Reifezeugnisse* (leaving certificates), the *Gymnasien* for girls will be put on the same footing as those for boys. The effect of this will be to facilitate the admission of women to the medical profession. Dr. Goburreeck has lately bequeathed £12,500 for the purpose of making loans without interest to women engaged in the study of medicine. Prussia, following the example of some of the South German States, has now granted to women the right of practising as apothecaries. The steps are small, but they are in the right direction.

As to the girls' schools, opinion in regard to woman's mathematical powers has undergone a change. She was once deemed incapable in this sort. Now Dr. Gleichen, for example, who had charge of the women's *Gymnasialkurse* at Berlin, reports that he found his pupils in general to possess striking capacity, and that their work was remarkably good. Latin the girls must have, because it is indispensable if they are to study medicine or modern languages. For Greek they have no use while law and theology are closed against them ; yet the *Mädchengymnasium* at Karlsruhe, with its six years' course, offers the full classical training of a boys' *Gymnasium*. Since Latin is desired and Greek can be dispensed with, the type of higher school most in favour is that of the *Realgymnasium*, which, with its English and French, forms a natural continuation of the *Mädchenschule*, and which affords a sufficient amount of mathematics. In Württemberg, Baden, Hessen, and Oldenburg timid experiments with co-education are being made.

UNITED STATES.

Do studies such as are pursued at Universities impair the health of women ? We are never tired of insisting that they do not ; nay, that sustained and orderly activity of mind is no less conducive to health than is physical exercise. A few figures from America will help to support our contention. Since the year 1870 the University of Michigan has sent out 1,184 girl graduates, of whom only 65 are dead. The census death-rate for women in general, for the same period of time, is 228 out of every 1,000. We are not prepared to argue, what the statistics would seem to indicate, that the college-trained woman's prospect of life is three times as great as that of the ordinary woman. We simply add this to other evidence that for women, as for men, study pursued under healthy conditions retards death rather than accelerates it.

From the annual summary of educational legislation in the United States we learn that the tendency is to subject children to the influence of the school for a longer time. We quote a paragraph :—"Iowa increased the period of compulsory attendance from twelve to sixteen consecutive weeks. Kentucky passed an Act requiring that children between seven and fourteen years attend school at least five months each year, with a little machinery for forcing it and some penalties for evading it which will be improved upon in coming years. Maryland decreed, very commendably, that deaf children must attend a school for the deaf at least eight months each year. Massachusetts enlarged the period of commitment of a habitual truant from two years to the time when he shall be sixteen years old, and directed the State Board of Education to investigate and report upon the advisability of increasing the age of compulsory school attendance so as to include children of the age of fourteen. New York provided for the compulsory attendance of the children upon her seven Indian reservations."

The general disposition being rather to increase than to diminish the school time, it is not surprising that a proposal by the New York Board of Education to reduce the school day for the first grade to three hours and

a half should meet with opposition. Superintendent Maxwell, who is opposed to the change, states his position thus :—"The main question is whether children in the first-year grades shall have schooling for five hours a day or for three and a half hours a day. It is a question whether nearly eighty thousand children in this city shall be deprived of one and a half hours' schooling a day. In advocating the retention of the five-hour day and the building of sufficient schoolhouses to give a full day's schooling to every child, I have felt that I have been standing for what the people want, and defending the rights of the children. If they could play in the open country, or even in spacious playgrounds, I should not object so strenuously to the shorter day ; but, where the crowded, narrow street, with sunlight excluded, is practically the only playground, I advocate a longer school day. I have advocated the five-hour day also because it relieves the overburdened wife of the poor man of the care of her children for five hours a day instead of three hours and a half, by placing them in a schoolroom where she need have no anxiety regarding their welfare. In taking this ground I feel that I am standing for the safety of the home and the best interests of the mothers and children of this city. The time has come when the people should speak with no uncertain voice as to whether they want the school day shortened."

His aim, it will be seen, is to give the children as much as possible of the education of the school and the playground, and as little as possible of the education of the streets.

The New York Teachers' Pension Law is regarded as being of good promise. It places the teachers' pension fund on a firm basis, and ensures the growth of the fund with the school system. The pension fund will be drawn from a contribution of 1 per cent. of their salaries, made annually by all teachers, principals, and supervisors in the school system, from a small percentage of the city's excise moneys, and from fines imposed on teachers for inexcusable absences. When retired, all teachers and principals will receive half-pay up to the amount of 1,500 dollars, and in the case of supervisors up to 2,000 dollars. No one will receive less than 600 dollars. Teachers who are incapacitated before they have served thirty years in the schools will receive graded pensions in proportion to the time they have served. The retirement board will consist of three teachers, three commissioners of the Board of Education, and the City Superintendent.

New York, said Mr. Carnegie, pensions her teachers and also her policemen. Very few colleges are able to do so ; hence able men hesitate to adopt teaching as a career, and many old professors, whose places should be filled by younger men, cannot be retired. Filled with the thought, he straightway transferred to trustees 10,000,000 dollars 5 per cent. first mortgage bonds of the United States Steel Corporation to provide retiring pensions for the teachers of Universities, colleges, and technical schools in the United States, Canada, and Newfoundland. Sectarian institutions, that is, those which require their officers to belong to any specified sect, or which impose any theological test, are excluded from benefit. Mr. Carnegie hopes thus to assist higher education, and to place those engaged in it above anxiety—which laudable objects he will doubtless in some measure attain. Yet we ourselves would rather see education served by the State than by millionaires and bonds in steel corporations. The salaries of the College professors in some leading institutions have been compiled by an American contemporary :—

	Full Professor.	Associate Professor.	Assistant Professor.	Instructor.
	Dols.	Dols.	Dols.	Dols.
Brown.....	3,000-3,150	1,500	1,000-1,200	—
Chicago	3,000-7,000	2,500	2,000	1,000-1,500
Cornell	3,000-4,000	1,500-2,000	1,000	750
Dartmouth.....	2,500	1,500-1,700	1,200-1,400	—
Hamilton	1,800-2,000	1,500	800-900	—
Harvard	2,000-6,500	—	2,000-3,000	500-2,000
Univ. of Illinois	2,000-3,250	1,600-1,800	1,200-1,600	700-1,000
Univ. of Minne-	—	—	—	—
sota	2,250-2,400	2,000-2,200	1,500	700-1,200
Univ. of Indiana	2,000-2,500	1,500-1,600	1,000-1,500	600-1,000
Univ. of Penn-	—	—	—	—
sylvania	1,800-3,000	1,000-1,500	—	—
Williams.....	2,500	2,000	1,000-1,500	—
Western Reserve	2,000-3,000	1,800	1,500-2,000	750-1,200

We observe that the professors must often be in the position to make some provision for old age themselves ; yet we do not grudge them their windfall. Their prosperity may haply bring out by contrast the situation of the English secondary teacher.

Special courts for the trial of juvenile offenders are proving to be a boon to childhood. The first was established at Chicago in 1899, and now nineteen States have a juvenile court law, and twenty-six cities have one of these courts, Boston alone of the large cities being without one. A juvenile court is for the prevention rather than for the punishment of offences, and deals more with parents and guardians than with child-

Juvenile Courts.

ren. We quote an illustration of the way in which coal-stealing is repressed:—"The policeman does not arrest the child for stealing coal, but he gets his name and residence, and the name of his parent or guardian, who is arrested and brought into court. He may be fined 25 dollars, but, if so, the payment is suspended on condition that his child is kept away from this temptation. If in this the father fails, he is brought into court again—always on a Friday—and is sentenced to thirty days in gaol for failure to take care of his family properly, but is told that only three days will be required of him—Friday, Saturday, and Sunday—and for the other twenty-seven days sentence will be suspended provided he keeps his child away from temptation. This usually settles the case of that child for all time."

The meeting of the National Educational Association at Asbury Park in the early days of July promises to be unusually successful. President Roosevelt will speak, and a local committee is preparing a hearty welcome for

visitors. Concerts in the great hall will give relief after the labours of debate.

INDIA.

According to statistics for the year 1903-4 the Presidency of Madras can claim to have made a steady advance with respect to the education of women. In secondary schools for girls the numbers rose from 3,000 in 1892-3 to 4,400. The Government pronounces this increase to be gratifying. But, in appreciating a harvest, you must always take into account the acreage from which it has been reaped. The number of girls still outside the school deprives the increment of much of its significance. It is a remark that applies also to the girls' primary schools, in which the numbers have grown during the same eleven years from 48,700 to 121,100 without depriving the enrolment rate of expansive power. Turning to the Bombay Presidency, we find that the report of the Director of Public Instruction exhibits a more satisfactory state of affairs. The Presidency has some girls' schools of a very good class. The High School at Poona is said to be in a flourishing condition; whilst the Empress High School, Chandanvadi, the Young Ladies' High School, Bombay, and the Irish Mission Zenana School at Surat are all doing good work. Below these are some efficient middle schools. As to the primary schools, the Director discerns hopeful signs that the people are beginning to accept and even welcome them. Women teachers find themselves in great demand owing to the growing desire that girls should be taught.

Deliberations and correspondence about the Tata scheme for the endowment of research still engage the public attention. Substantial progress has been made with the details. The Government of India, certain questions as to the endowment properties having been settled, has agreed to afford the project generous assistance. The annual grant is to be 77,500 Rs., or more than twice the sum first offered. This will be given (without limit of time) subject merely to the condition that the plan for managing the institution is generally approved by the Government of India and conformed to by the governing body of the institution. The grant may be raised from time to time, as the local funds are increased; but it is never to exceed 1½ lakhs. Moreover 2½ lakhs will be allotted for buildings and equipment, a sum which, added to the 5 lakhs furnished by the Mysore State, will cover the expenditure under this head. As to income, it may be observed that, whereas Sir William Ramsay specified 1,75,000 Rs. as the minimum required for a proper commencement, the actual income works out thus:—

From endowment properties	1,25,000 Rs.
Grant-in-aid promised by Mysore Durbar	50,000 Rs.
Government of India	77,500 Rs.
2,32,500 Rs.			

It appears, then, that a sound financial basis has been got for the scheme. With regard to management, the Government considers that the administration both of the endowment property and the institute can be provided for most suitably by a scheme to be settled by the Government of India under the Charitable Endowments Act. A single Council, exercising its functions through three committees, is deemed likely to be the best instrument for administering the trust. The general attitude of the Government towards the institute that will come into being is expressed thus:—"While sympathizing cordially with the far-reaching aims of its promoters, the Governor-General in Council has no desire to associate himself intimately with the actual administration of the institute, or to claim a determining voice in the settlement of the lines of research to be followed, or the methods of instruction to be employed. He is, indeed, ready to assist in furthering by all legitimate means a comprehension of the scheme which owes its origin to the generous philanthropy of the late Mr. Tata; but he realizes that the result of the experiment now about to be tried will depend less upon the conditions of the project itself than upon the character and energy of those who may come forward to take advantage of the facilities for the advance of study which it will offer."

Important changes in the system of primary education pursued in Bengal are contemplated. The committee appointed to consider the recommendations of the Government of India's resolution have drawn up a

scheme, which is now published for public consideration and criticism. Firstly, it is proposed that in purely agricultural districts, existing lower primary schools shall be converted into schools intended mainly for the sons of agriculturists, with shorter hours and shorter courses of instruction, specially suited to the needs of that class. At the same time facilities will be provided for the conversion of some five thousand lower primary into upper primary schools wherever demand for a higher primary education appears to be established. Secondly, since the course in the agricultural schools will be shorter and simpler, it is proposed to reduce the period of training for teachers from two years to one, and to create twenty additional training schools, by which it is hoped that all rural primary schools will be provided with trained teachers within a period of sixteen years. At present only 4 per cent. of primary teachers are trained. Thirdly, it is proposed to prepare new text-books which are to be translated, not, as at present, into more or less Sanskritized language, but into dialects understood by the people of the locality, at least six in number and probably more.

The special features of the changes are the provision of schools of the particular kind that a district requires, and the conveying of instruction in the vernacular even where that vernacular is a dialect having small range and no literature. The development of vernacular education is a form of progress that we have often urged.

WEST INDIES.

The twelfth volume of Special Reports on Educational Subjects

A Dreary Picture.

deals mainly with the West Indies. If we must confess the truth, we found the study of it rather depressing. There seems to be a fair "output" of Education Acts, ordinances, and rules in regard to the colonies. Yet, after all, education is done not so much by statute as by schools and teachers. The historical summaries abound with accounts of abortive enterprises and changed purpose. In the Bahamas a scheme for the training of teachers was devised in 1891 and abandoned in 1894. Bermuda had in "Devonshire College" a classical school for boys. In 1835 the school was closed, and the buildings have never since been used for educational objects. As to the primary-school system of the island, we observe, in passing, that its virtues are of a negative kind: "There are no Government schools. There are no denominational schools. There are no free schools." In Grenada the only enactment aiming at compulsory attendance became inoperative as soon as it became law. St. Lucia established a normal school in 1857, shut it up two years later, and has since imported from Antigua such teachers as it needs. Secondary education in St. Vincent rests practically on the Kingstown Grammar School. This was once a Government institution; then it ceased to exist; then it was resuscitated, and at present is carried on as a private school State-aided.

We have said enough to illustrate the lack of persistent endeavour.

Imperfect Teachers.

Let us touch gently on another matter. We can see that the teachers in general are poorly equipped for their task. Are they always fit to "operate by the influence of character on character"? A short extract from the Report of the Inspector of Schools for the Bahamas may be instructive: "It is, however, in the direction of education as distinguished from teaching that improvement has been slowest in the past, and seems most difficult to provide for in the future. The more strenuous and successful cultivation of truthfulness, regularity, steadiness of purpose, and self-dependence and the formation of good ideals, would be of inestimable benefit to the pupils and to the community. But, unfortunately, the besetting weaknesses of the pupils are also those of a large proportion of the teachers. Drawn from the same class, not separated from it even during their short period of training, and having contact with very few improving influences in the localities where they afterwards have to labour, the teachers naturally show a strong tendency towards the level of their surroundings, and the propensities of their pupils do not readily attract their attention, nor appeal to them strongly for restraint or correction. A gradual elevation of the status, and strengthening of the moral fibre, of the teachers is therefore above all else to be kept in view, and accomplished by every available means."

There has been some talk of grouping the islands together into a

Reform needed.

commonwealth. We believe that advantage to education in the several islands might result from such an arrangement. At least we are sure that some stimulus is necessary in order to awaken the islanders to their responsibilities. At present they are not deemed fit to settle who shall carry their mails. Nor is it surprising that the region in which so little concern is shown for education should be the least prosperous part of the Empire.

(Continued on page 506.)

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 Still do we pledge you while drawing the breath
 Breathed from old England's sweet corn-field and cattle-field,
 You who have stood by us, true to the death !
 Sikhs, who, whenever the enemy flaunted
 Cruelty, treachery, pillage, or plot,
 Rode to our rescue—keen, gentle, undaunted ;
 Gourkas, the first where the fighting was hot ;
 Parsis, the children of great Zoroaster,
 Princes in commerce and pundits in law ;
 Sons of Mohammed, true friends in disaster ;
 Brahmins, austere to each flesh-ridden flaw—
 Not to ourselves the austerity, brothers,—
 Eager to purge your own spirit of dross !
 Tender and gentle in service of others,
 Faithfully sharing their danger and loss ;
 Oh, in your hands, in your hands altruistic,
 Lies an old crystal wherein we may see
 Visions of meaning transcendent and mystic,
 Truth that, our Master saith, maketh men free !
 We of the West, brothers, you of the East, brothers,
 Worship, through present and future and past,
 One Who set highest the lowest and least, brothers,
 One Who has said that the first shall be last,
 Light of the World, Whose Divine revelation
 Still to new truth is unlocking the door—
 One truth for ever, through many a nation
 Teaching His manifold love evermore.
 India ! India ancient and glorious !
 Still do we pledge your wise men of the East !
 Let us together, with Wisdom victorious,
 Strive for new wisdom till Time shall have ceased !

A. M.

CONFERENCE ON THE SALARIES OF ASSISTANT TEACHERS IN LONDON SECONDARY SCHOOLS.—Since the beginning of the year a Conference, called together by the London Branch of the Incorporated Association of Assistant Masters, has been considering the question of the remuneration of teachers in London secondary schools. In addition to representatives from the above branch of the I.A.A.M., the Conference is composed of delegates from the following bodies :—the Association of University Women Teachers, the Assistant Mistresses' Association, the Teachers' Guild (Central Guild), the Federation of London Teachers. Resolutions have been passed : (a) suggesting a minimum salary of £150 a year, rising to £300 a year, in the case of men ; and £120, rising to £200, in the case of women, for teachers registered in Column B ; and (b) welcoming the condition attached by the London County Council to the payments of grants to secondary schools, that the improvement of such salaries as are below the normal scale shall be made the first charge upon the maintenance grant. A considerable body of statistics regarding the present rates of remuneration in London secondary schools has been collected, and much evidence has also been obtained, all tending to show that the supply of University men and women entering the teaching profession is diminishing. The deliberations of the Conference culminated in a deputation, which was received by the Teaching Staff Sub-Committee of the London County Council on Thursday, May 18. The deputation consisted of Mr. G. F. Bridge, Chairman of the Conference, representing the Assistant Masters' Association and the Teachers' Guild ; Miss Macklin, of the Assistant Mistresses' Association and Association of University Women Teachers ; and Mr. P. Abbott, Honorary Secretary of the Federation of London Teachers. The proceedings were private. The deputation presented tabulated statistics and also a diagram showing the difference in the prospects of secondary teachers and those in pupil-teacher centres and higher elementary schools, and said that their desire was that the Education Committee should define the normal scale. The Chairman expressed the thanks of the Committee for the valuable information which had been laid before them. The Conference has not yet been dissolved, and is at present engaged in collecting further statistics with respect to London salaries, both of men and women assistant teachers. Any information respecting the same would be gladly received by the Secretary to the Conference, Mr. C. W. Hale, of the South-Western Polytechnic, Manresa Road, Chelsea, S.W.

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OCCASIONAL NOTES.

MR. BALFOUR manages to survive in spite of shocks and defeats. The Welsh revolt has not assumed the proportions that were anticipated. Indeed, we are led to conclude that the Welsh politicians have been playing a policy of bluff. Still, one revolt school at least has been opened.

Education Revolts. It is stated that nine children assembled on July 3 at Brondecwyn Wesleyan Chapel and that arrangements have been made to drive revolting children from Llanelltyd to a provided school at Dolgelley and to give them a midday meal. In the West Riding the action of the more strenuous opponents of the Act has been checked by the Chairman, who, on the ground that such action on his part would be illegal, declined to put a motion proposing that the Council should refuse for the future to administer the Education Act or any part of it. But these are signs of the times that the Board of Education cannot neglect to read. For our own part, and speaking educationally, we should have deprecated any change of Government that would have thrown educational affairs into the melting pot. We felt that the Act should have a fair trial and should not be upset for four or five years. Now that the localities have got to work and know from actual experience how far the Act meets the needs and how far it requires amendment, we shall have no objection to see the subject brought up once more for discussion in the House of Commons. Certain changes are to be expected under a new Government, and will be welcomed by us. But the main principles of the Act deserve to stand.

THE Lords of the Treasury have asked Parliament to grant £100,000 for distribution among the University colleges. Fourteen colleges are to share the money, from Manchester at £12,000 to Dundee at £1,000. These sums account only for about 90 per cent. of the grant, leaving their Lordships with a balance of £11,000

The Treasury
and University
Colleges.

to be distributed later. The present arrangement is but temporary; but it is intended to appoint a Committee which shall not only apportion the amounts, but shall also, by periodic inspection, see that the money is expended as Parliament wishes. Ultimately it is hoped to make the awards for a period of at least five years, so that the college authorities may not be hampered by frequent changes in the amount of the grant. This Committee is to be formed to advise the Treasury, and to maintain a general inspection of the colleges. It is in no way to interfere with the management or to weaken the position of the college authorities. The 90 per cent. is to be given to the general funds of the colleges; the remainder will be reserved for special grants towards the purchase of books and for the encouragement of post-graduate studies.

THE correspondence between the Warden of Bradfield College and one of the Secretaries of the Joint Board which will be found in another column enforces a contention that we have more than once

Oxford
and Cambridge
Inspection.

urged. Inspection is an art that requires not only knowledge, but technical skill and special training. It cannot be successfully performed by amateurs, however distinguished, acting under a Board composed likewise of amateurs—that is, of men whose main business lies in wholly different directions. Unlike Dr. Gray, the majority of our great head masters have as long as possible set their face against inspection of any kind. When it was forced upon them by the action of the Army Council they welcomed the alternative of University inspection as the lesser of two evils. So long as this inspection was conducted by members of their own body such as the two eminent (late) head masters whose work Dr. Gray commends, they acquiesced, but when a stranger intervenes they naturally inquire into his credentials and share Mr. Thring's sentiments as to the hodman and the architect. These remarks, though suggested by the case of Bradfield, have no private application. That Dr. Gray was hardly treated the Board, by its action, frankly confesses; but the case, for all we know, may be the rare exception. Our point is that such an oversight under the Board of Education is almost inconceivable. The Board has, or will shortly have, a full staff of Secondary Inspectors whose reports are examined and checked, not by a casual and shifting body of University dons, but by a department of permanent officials. To judge by such reports as we have seen (and we have perused a score or more) the fear of red-tape tyranny and a cast-iron code is an idle bugbear.

THE movement for a Federated College of Secondary Teachers has so far advanced that five out of the seven associations invited to join have given in their

The Federated
Secondary College. definite adhesion to the scheme of the Federation Committee except as regards the financial clauses. On a rough calculation, the contributions offered by the associations amount to a third of those suggested by the Committee. Under these circumstances, and in view of the adverse opinion of counsel on the prospect of obtaining an amending Charter, the Council of the College of Preceptors, in their Midsummer Report, suggest that it might be advisable to be content at present with the formation of a Joint Committee of representatives of the various associations to deal with matters of common interest, the College supplying a local habitation. Such a plan, it is pointed out, would involve little expense, and might pave eventually the way for a more complete union.

A Board of Education Inspection. THE Bedfordshire County Education Committee, on the motion of Mr. R. E. Prothero, passed unanimously a resolution accepting the proposal of the Board of Education that they should send representatives to a conference with the Governors of the Harpur Trust, to consider the future of the Modern School. To the resolution the following rider was attached:—"At the same time they desire to express to the Board of Education their disapproval of any attempt being made by the officers of the Board (pending the holding of such conference) to obtain expression of opinion from private sources or otherwise than by public inquiry." This protest is explained by the action of the Board as set forth in the speech of the mover. The Modern School was inspected by the Board in April, and in the report that followed radical reforms, including an alteration of site, were recommended. The objection of the Education Committee is not to the report itself, which was marked "private and confidential," but to the evidence on which it is founded. The chief Inspector was, on the resignation of Dr. Poole, a candidate for the Head Mastership, and stood professedly on the lines of approximating the Modern School to a higher elementary school. "It was a grave error in judgment on the part of the Board of Education to send down an Inspector to appraise the work of his successful rival." Further, "this Inspector, when he was here in Bedford, used his opportunity to interview certain gentlemen well known in municipal politics, and he obtained from them expression of their individual opinion," and no communication of any sort was held with the Local Education Authority. Such proceedings, in Mr. Prothero's opinion, are wholly alien to the spirit of the Act, and cannot fail to breed suspicion and mistrust.

Pensions. IN the same number of the *Bedfordshire Times* which reports this debate we read: "Letters were received from Mr. C. L. Hall and Mr. G. E. Langley tendering their resignations as masters in the Modern School, after forty-seven years of service in the case of Mr. Hall and fifty years exactly to that date in the case of Mr. Langley." And in another paragraph: "The Committee of the Harpur Trust reported that they sympathize with the memorial from the assistant masters of the Modern School requesting that a pension fund be established, and regard the request as reasonable, but regret that until the financial position of the school is improved by the raising of fees or otherwise there are no funds available for this purpose." A striking commentary on Charity Commissioners' schemes for endowed schools, which allowed of no provision for pensions for assistant masters.

Extinct King's Scholars. CIRCULAR 530 of the Board of Education notifies important changes with regard to the instruction and training of pupil-teachers which will come into effect in 1907. (1) After that date King's Scholars will cease, and for a "King's Scholarship Examination" will be substituted "Preliminary Examination for the Certificate." The old name, it is pointed out, was misleading. Many entered training colleges who were not scholars, and many scholars took no scholarship, but passed straight into the profession as uncertificated teachers. (2) The distribution of subjects in the examination has been recast: Part I. contains the compulsory subjects, and Part II. alternative subjects. Candidates will not be classified, but distinctions will be awarded in the subjects of Part II. The Board express their regret that they cannot at present make Elementary Science a compulsory subject. (3) University Extension

Certificates will no longer be accepted. (4) No student in a training college will be allowed to be prepared for a University degree unless he has passed the P.C.E. with distinction in the compulsory subjects and also in Elementary Science and Mathematics and in two languages. The last regulation strikes us as severe. If enforced at Oxford and Cambridge, it would at least halve the number of graduates.

Wranglers and Public Schools. "THE list of Wranglers," says the *Pall Mall Gazette*, makes humiliating reading for the great public schools." One of the two bracketed Senior Wranglers comes from a great day school, St. Paul's, and the Sixth Wrangler is from one of the lesser public schools, Mill Hill; but in the whole Tripos of sixty names Eton and Harrow have only one candidate apiece. The bulk of the honours fall to boys who have been educated in small middle-class schools or have passed on with scholarships from the elementary school to foundations like King Edward's School, Birmingham. The explanation is simple, and may be given in the form of an anecdote. One of our eminent heads, when appointing a sixth-form master, warned him against the chief mathematical master: "He's a terrible enthusiast for his subject, and you will have to resist his aggressiveness." Your modern head master no longer stigmatizes in public a young Darwin as a *pococurante*; but that is still his private opinion.

Baboo and English Pundits. OUR Indian namesake publishes an Examiner's notes on Baboo English founded on the perusal of a thousand essays. The article is entitled "A Comedy of Errors," but, as we read it, "A Tragi-Comedy" would be a better title. The subject set was "The Advantages that a Student may derive from the use of a College Library." We had hoped to learn what the young Indian reads and how he turns it to account; but we find nothing but somewhat meticulous criticisms of the mistakes into which all students to whom English is a foreign tongue are certain to fall. And the Examiner himself is not above criticism. Thus, one student concluded his essay with: "Lastly, as Mr. Bacon says, 'books cannot teach the use of books.'" We should have awarded him marks for an apt quotation. Not so the Examiner: "He lessens in no such degree the seriousness of his peroration. As a matter of fact, the great essayist was a nobleman; so you may call him 'Lord Bacon' [*sic*] or simply 'Bacon,' as you please, but be sure not to 'mister' him." Another student wrote: "We should develop both mind and body, hand in hand." The Examiner comments: "It is almost as spectre-like to conceive the 'hands' of a ghostly library as to conceive the hands with which a disembodied mind and a demented [*sic*] body would develop 'hand in hand.'" One more instance where the Baboo student is absolutely correct and the English Examiner reveals his own ignorance of his native tongue. "If we are tired we may amuse ourselves with intellectual flights in the imaginary world by reading Milton" provokes the comment: "Milton is a great poet, to be sure; but his jokes, to say the least of it, are too few and far between that he should be styled 'amusing.'" "Quis examinabit examinatores?"

Dr. Murray Butler. FORTUNATELY for Dr. Murray Butler it has not yet occurred to the United States Customs to impose a tariff on diplomas and honorary distinctions, or he might find himself debarred from returning to his native land—"magnas inter opes inops." Universities and associations of teachers

have vied with one another in showing honour to the President of Columbia University. Nor will Dr. Butler, whatever report he may bring back of English education—and so keen eyed a critic cannot fail to have detected beneath the robes of State not a few rents and patches—have found a trace of those patronizing airs that Mr. Lowell satirized in that brilliant essay “A certain air of Condescension in Foreigners.” It was no after-dinner compliment that Sir Arthur Rücker paid him in proposing his health—“the world looked to Dr. Butler for guidance in its educational problems.” And, in returning thanks, Dr. Butler revealed the secret of his influence. He has kept steadily in view the twofold duty of a University: first, to select and then train all the talent and genius of a nation that is worth training; and, secondly, to teach that training in literature, science, and art is not solely for the sake of the individual, but in the service of humanity and civilization.

WE think the Board of Education have acted wisely in giving way to local feeling and recognizing the municipal secondary school at Derby, although it has no separate governing body of its own, but is controlled by a committee that also has the management of the Municipal Training College, the Pupil-Teachers' Centre, and the evening schools. For many reasons it seems essential that each school should have its governing body or committee of managers responsible to the Local Education Committee and to the Board of Education for all control of the school that is not left to the head master. We have ourselves advised that neither County nor Borough Education Committees should act as managers or governors of secondary schools. Such a body would seem too big and too much concerned with larger matters of policy to have the detailed control of a school. But we find ourselves on the horns of a dilemma. The main object of the Education Act was to bring about some uniformity in the administration by putting all the educational institutions of an area under one Authority. If the old governing bodies under schemes are left independent, even with a certain proportion of governors representing the Local Authority, we get a divided *imperium*. Again, as we pointed out last month, pupil-teachers will frequently be educated at secondary schools. The solution is for one sub-committee of the Authority to have control over all education other than elementary in the area. This is what has been arranged at Derby.

READING SCHOOL is to be transferred to the municipality of the town of Reading. The Town Council expects, it is stated, to carry on the school without any grant from the rates. This expectation may be put forward to lessen the alarm of the timid ratepayer who dislikes all extension of municipal responsibility, or it may be the result of a want of full knowledge. The figures laid before the Council show an annual cost per head of £17. 5s. The school fees are £15, and the Board's grant is estimated at £500. We would point out, however, that in the past the cost of education has depended, partly, upon the funds that were at the disposal of the Governors. It has been a case of cutting the coat according to the cloth. But so soon as it understands its position the Town Council of Reading will be satisfied with nothing short of the best. It will be found that, if competent masters are to be secured, and (equally important) retained, in the school, and if the boys are to have the full advantages of subdivision and specialist teaching that modern conditions demand, a much larger sum than

heretofore must be devoted to the salary fund, and that £20 per school head is likely to be the minimum in a really efficient secondary school of the highest grade.

THE first examination for the London County Council new Junior Scholarship scheme has been held. About 14,000 scholars were nominated and were examined.

L.C.C. Junior Scholars. Of this immense number 2,166 (795 boys and 1,371 girls) have received scholarships.

In spite of the rapidity with which the Council is carrying out its reforms and extensions of London secondary schools, it does not appear that places can be found at once for this number, and some, it may be presumed, will remain at present in the higher standards of the public elementary schools. The conduct of the examination probably heralds a revolution in these matters. Two papers only were set in the written examination: one in arithmetic and one in English composition. The former contained sums in the form of problems. Simple though they might be, no clue was given in the question as to the method to be employed in the solution. The words “divide” “multiply,” &c., were not mentioned. The candidate had to decide what process would produce the result. Such a paper ought to cast out the unintelligent. The second paper was designed not only to test the power of writing continuous prose, but also to bring out the judgment, observation, and common sense of the candidates. The questions seemed to be excellent, and, on this occasion, prohibited any special preparation. But there is always the danger that these two papers may be taken by head masters with an eye to the main chance as pointing out the curriculum for next year's work.

ACCORDING to the *Croydon Guardian*, another case has arisen which shows the ludicrous condition of insecurity under which assistant masters work. The Head Master of the Whitgift Middle School (an octogenarian, we believe) has resigned, and has informed the staff that their engagement with him will terminate when his resignation takes effect. So long as the Head Master is in the curious position of appointing men whose salaries are paid by the Governors, it is reasonable that he should protect himself by issuing a formal notice to his staff. But, when this is done, the governing body ought at once to intervene with an assurance that the old staff shall be re-engaged by the new Head Master. Even this only guarantees that they shall hold their posts for two terms, for, in the present state of tenure, the incoming Head Master can give notice of dismissal as soon as he has established himself in the school. According to *The Guardian*, the Governors have taken no steps, and do not intend to take any. No harm has been done at present, except that we may suppose the masters have been made uneasy; and it is to be hoped that public attention called to the matter will prevent any injustice. The case is but another proof of the urgent need of establishing the position that assistants are servants of the governing body who pay their salaries, and not of the head master, who appoints them as the governors' agent.

THE Board of Education have a praiseworthy desire to induce governing bodies to take their duties more seriously. An appeal to precedent is sometimes useful, and Mr. Morant will be grateful to us for calling his attention to page 77, Vol. I., of Hasted's “History of Kent.” There, in reference to the school now known as Colfe's Grammar School, Lewisham, we find this notice: “This free school

is now commonly called Blackheath School, and maintains a good reputation for learning and the education of youth. When a master is to be chosen, the trustees (the Leathersellers' Company) meet at the school-house, where the candidates are strictly examined in the Latin, Greek, and Hebrew languages before the Head Masters of Westminster and Merchant Taylors' Schools, the learned deputies of the President and Assistants of Sion College, and the clergy of the hundred of Blackheath." This was published in the year 1778, and, from the school magazine, which is our authority for the above quotation, we learn that Dr. Prendergast, who was appointed in 1831, was the last head master to undergo this ordeal.

SURELY it is but a mare's nest that Sir George Kekewich has discovered at Watford, and in reference to which he uses such impassioned language in the *Times*. It appears that the Grammar School of Watford is governed by "a Church of England scheme." This probably means that religious instruction according to the formularies of the Established Church is given for a short hour once a week; instruction from which any pupil, at the wish of the parent, can be excused. The head master is not in Orders. Many, if not most, of our country grammar schools are "Church of England" owing usually to the fact that they were endowed by pious members of that body. But any one with experience of secondary schools knows how little dogmatic and distinctive religious teaching enters into the curriculum. Sound training in conduct and in the principles of Christianity are generally given, in a form to which no member of any one of the various Churches of this country would take objection. The endowment, whatever it may be, should be enjoyed by all the children of the district who wish to be admitted to the school, and, as it is probable that the endowment is not sufficient for the due support of the school, it is reasonable that grants from public funds should be made. It is not reasonable that Nonconformist ratepayers should lose the benefit of the endowment and be put to the expense of a new school as Sir George recommends.

TIME was when a member of Parliament unable to garnish his speech with a few Latin tags was voted a dull dog. The other day, when Mr. Balfour ventured on a Latin phrase—three brief words—Mr. Crooks asked for a translation, asserting that he had no knowledge of Latin. Whether this was irony or not, it is interesting to note that a man of influence in the world's affairs need not be ashamed to admit an ignorance of the Latin tongue. Yet in scholastic circles Latin still retains its hold as socially superior, whatever that may mean, to modern languages and science. Schools are necessarily conservative institutions, and the curriculum of a bygone time survives long after its need has vanished. We are not attacking the study of the classics. They are interesting, and indeed useful, for a certain proportion of our population, especially for those who undertake to instruct the world in philosophy and literary criticism. But the conditions of life to-day demand an entirely different preparation from that which was suitable a hundred years ago. Yet in many schools the curriculum has undergone but slight modification. The fact remains that Latin and Greek are no longer the only means of a proper cultivation of the intellect, and it is no less certain that the man who has been taught nothing but languages is not fitted to play his part duly in the world's affairs.

LOCAL AUTHORITIES.

ONE of the striking diagrams in Prof. Sadler's "Survey of Hampshire" shows an enormous proportion of children under ten in the private schools of the county, compared with the numbers from the ages of ten onward. At first sight it would appear that the leaving age is startlingly low; but the explanation is that Hampshire contains a large number of preparatory schools for very young children. These children go on to schools in all parts of England. This is only one case amongst many that shows the danger of making deductions from information supplied from one county. Conditions, of course, vary enormously in different parts of England. For this reason it is most regrettable that the Board of Education declined to undertake a general survey of secondary education. The work would have required a small army of assistants; but, under Prof. Sadler's direction, it could have been done by now if it had been begun when the Education Act was before the country. But, while we should have preferred a complete census, we are not blind to the very valuable work that has been done. Not only has it been useful to the comparatively few counties that have been surveyed, but the reports have been read and have proved helpful in all the education offices. The counties now have got to work, and it is too late to talk of further surveys.

THE provision of public schools in Hampshire seems to be anything but adequate. Leaving out of consideration Winchester College (which is entirely non-local), but including Bournemouth School, it appears that there are only eleven public secondary schools in the county. Six of these are old endowed grammar schools in small country towns, while five are schools of more modern foundation in larger towns. Six are for boys only, two for girls only, and three are for boys and girls together. With regard to the buildings, Prof. Sadler finds, in many cases, that a new school—or, at least, important structural alterations—are urgently needed. For the curriculum, speaking generally, he has no great respect. He finds the teaching of English "leaves much to be desired." Good teaching of French is found in two schools. No school teaches German or Greek as a class subject. The teaching of science and mathematics is, on the whole, better than that of other subjects. It seems that the teachers of science receive the larger salaries; yet at the time of Prof. Sadler's visit only one assistant master was receiving more than £200 a year. Of the thirty-one assistant teachers in these schools "only fourteen were graduates or had reached an equivalent standard of preliminary education." The average period of service of an assistant in the same school is, at one group of schools, three years; at another school, four years; at the co-educational schools, one year and two terms. Better qualifications, higher salaries, and longer terms of service are urgent reforms.

BUT the saddest result of the survey is to give an additional proof of the fact that so-called secondary education begins for many boys between the ages of thirteen and fifteen and ends at fourteen or fifteen. The curve rises to a sharp point at the age of fourteen, whereas it ought to maintain a fairly level position from the ages of twelve to sixteen. Prof. Sadler partly gives way to the demands of parents who take their children away at fifteen years of age by suggesting the establishment of a number of higher-grade elementary schools, as we saw he had done in the case of Derbyshire. He points out again that to profit by a secondary curriculum the child should come to school at the age of twelve and remain at least until the age of sixteen. And in order to make this education a real thing it is of equal importance, as Prof. Sadler points out, that the schools should be well staffed. On one page after another we read such phrases as: "The school is very inadequately staffed"; "Three well qualified assistants should be added to the staff." To effect an improvement in this direction a very much larger sum must be spent on salaries. Buildings, too, must be improved. We read: "The buildings are defective"; "The school is in a most unsatisfactory condition"; and so forth. In one school there is not (in one of the rooms) even a chair for the master to sit down upon: "a damp and dark cupboard serves as cloak-room and lavatory." But we will not multiply instances. The Hampshire ratepayer must untie his purse-strings and the local magnate must come forward with his benefactions.

THE Denbighshire Education Authority has sent us for criticism a most elaborate scheme for the encouragement of regular attendance in the public elementary schools of the county. Part of the scheme is in operation already. Each child who makes a full attendance for a week receives a card; for a quarter, a more elaborate card; for 95 per cent. during the year, a certificate with engraved view of an historic building in Wales. Complete attendance for a year ensures a book prize. The most regular child in each department will receive a badge of white

metal in an ancient Welsh design. District challenge banners have been given to be held by the school in each district that has the best attendance. The County Challenge Shield (value eighty guineas) is to be held for a year by the school making the best record in the Principality. There are also prizes for the staff that may go as high as £10. 5s. The scheme is most complete; nothing seems to have been left out and no one omitted from its benefits. (We forgot to say that the attendance officer receives a gratuity.) But at the back of our minds we have a strong feeling that the Denbighshire Authority is adopting a mistaken policy in glorifying regular attendance to the extent it proposes to do. There is a danger that children, teachers, and parents should come to think that attendance alone is the end of education. Some rewards there may well be; but, on the whole, it is best to trust to a growing belief in the value of education.

MR. MACAN has resigned his post as Secretary to the Surrey Education Committee. The resignation has been accepted, and Mr. Ramsay Nares, who has been Assistant Secretary and Secretary for Elementary Education, has been appointed Acting Secretary. An advertisement has been issued asking for applications for the post of Assistant Secretary; so it may be assumed that the Committee intend to appoint Mr. Ramsay Nares as Secretary.

THE Grimsby Education Committee has resolved to ask the Board of Education for permission to close the Grimsby Corporation Grammar Schools, and, in lieu of the education there given to the children of freemen, to offer seventy-five scholarships to the Grimsby Municipal School, such scholarships to be competed for by the children of freemen residing in the borough.

REPORT ON IRISH SECONDARY EDUCATION.

BY MESSRS. DALE AND STEPHENS.

MR. DALE and Mr. Stephens write their Report under several disabilities. First, it was preceded by a report on Irish primary education, some of the recommendations of which were at once so loudly condemned by the leading ecclesiastical authorities that Government is not likely to adopt them. A few of the same recommendations, chiefly the establishment of a Central Authority to co-ordinate primary, secondary, and technical education, appear in this Report, and hence may obtain for it the same unpopularity. Secondly, the present Government is scarcely likely to undertake the question at all. Lastly, Irish secondary education was investigated six years ago, and an Act passed to enable reforms to be carried out. These reforms have not yet had time for a fair trial—indeed, have not been fully carried out at all owing to the action of the Treasury; hence a new criticism and a new scheme seem just now premature and superfluous.

Notwithstanding these disadvantages, it seems to us that the Report is one of much value. It draws attention to several great deficiencies in Irish education not explicitly recognized in any public criticism before; it demands, unconditionally, the abolition of the evil system of education and endowment through public competitive examinations for results fees and prizes, and proposes as a substitute a much better system—a length the Viceregal Commission had not courage to go to. When the day of practical reform comes, which must be soon, Messrs. Dale and Stephens's Report will form an excellent basis on which to work. We believe, too, that, with frank consultation with ecclesiastical authorities and the heads of schools—and, perhaps, some modifications—it would be found to give to the latter far more satisfactory endowment, a much more workable scheme, and really less interference with freedom, than they have under the present system.

The terms of reference do not include any minute investigation into the details of Irish Intermediate education; they merely aim at a general review of the present system and a scheme for its improvement, with special attention to some cardinal features, such as co-ordination, the best allocation of the Intermediate funds, and the training and salaries of teachers.

A large space is given to co-ordination, which at present in Ireland is, like the snakes, not to be found in the country. The schemes of primary, Intermediate, University, and technical education are such that it might be supposed that no pupil in any National school would ever enter an Intermediate or technical school, nor any Intermediate boy turn from the Senior Grade examination to the entrance examination of a University. The several curricula and examinations are quite out of relation, and there are no scholarships designed to help clever, but poor, children to pass to more advanced instruction. Notwithstanding this, many boys from National schools are to be found in Intermediate schools, and many primary schools have Intermediate departments. Mr. Dale attributes this to the great desire of the Irish people for education. It is really due to two causes, both injurious—first, the deliberate search for able pupils on the part of the heads of Intermediate schools in order to earn distinctions and results fees in the examinations, and, secondly, the desire so common in Ireland to rise to a more "genteel" position, and of parents to make their sons clerks or professional men rather than farmers, traders, or manufacturers and producers. Important as co-ordination is, the giving of a literary education—cramming for results fees—to boys of the poorer classes in Ireland has often had deplorable effects. The boy with such a smattering is left helpless after the school period, having lost all aptitude for active pursuits and the life of his own class, while unable to establish himself among the so-called higher classes. The co-ordination most wanted in Ireland is that between both primary and Intermediate and technical education, qualifying boys of the lower and middle classes for agriculture, commerce, and productive industries.

Mr. Dale proposes to found special scholarships within the Intermediate system for boys and girls in the National schools, in which they would be examined only in subjects taught in those schools. He would also encourage the formation of "secondary tops" in primary schools, and increase the number of lower-class Intermediate schools—that is, those to which the children of small traders, farmers, &c., go—which, he says, are too few. He proposes to make use of the Model schools as National schools with secondary departments. Especially he emphasizes the necessity of a Central Board which would direct both the National and the Intermediate Board, and so co-ordinate the two forms of education. It would, however, be also necessary to bring technical education within this interrelation, and it seems as if the end could be met by a committee composed of representatives of the National Board, the Intermediate Board, and the Department of Technical Instruction. Messrs. Dale and Stephens themselves suggest such a Consultative Committee to co-ordinate Intermediate and University education. In regard to the latter, we may remark that since this Report was drawn up both Trinity College and the Royal University have made arrangements to accept the higher Intermediate examinations as equivalent to their entrance examination, and in both special scholarships have been founded to be won on the results of the Intermediate examinations; so that something to bridge the gulf between University and secondary education is being accomplished.

The most valuable part of the Report is that dealing with the allocation of the intermediate funds and the new scheme recommended. In 1903 there were in all 475 so-called "superior schools" in Ireland, of which 262—147 boys' schools, 83 girls' schools, and 32 mixed—took the Intermediate examination, representing nearly twenty thousand children. The income of the Board is between £90,000 and £100,000. In 1903 £11,356. 10s. 9d. was spent in prizes, and £57,318. 11s. 1d. in results fees. The latter, which vary from a pass in the Preparatory (£5. 16s.) to a pass with Honours in the Senior Grade (£39. 3s.), are condemned as far too high, and the whole cost of administration as excessive. Each student, on an average, costs £1. 17s. 9d. to examine. On educational grounds the whole system is justly condemned.

In the scheme proposed instead in the Report, the Central Authority would first "recognize" certain schools as "necessary" (for the needs of the district) and efficient. Their curricula, staff, time-table, fees, &c. should be approved, and they should have a certain minimum number of pupils. Each of such schools would receive a "single block capitation grant" (i.e., no special grant for special subjects) for each pupil of thirteen years of age for three years, and in special cases for five years. The grant, on the assumption that there would be about £70,000 for distribution, would, on an average, not be less than £6 per pupil. It would not depend directly on the

inspectors' report, and would not be altered except in serious cases of inefficiency or of failure to carry out the rules.

There would be in each school an internal examination annually, conducted by the teaching staff, with some supervision by the inspectors, also general examinations for "leaving certificate" held by the Central Board. The latter would be of two kinds—first, a lower general leaving examination for boys and girls of sixteen, and, secondly, a higher leaving examination, general and special (honour subjects), for those leaving at a later age. About seventy-five scholarships of £16 for two years would be awarded to help students to go to institutions for more advanced education of various kinds. Each school should pass a fair number of pupils in such leaving examinations, but the school grant would be given on general grounds for conformity to the conditions for "recognition," and would not vary directly with the results of either inspection or examination.

The scheme appears excellent, and we believe the conditions for "recognition" could be so arranged as to satisfy the views of the Roman Catholic clerical head masters. We should, however, prefer that the age should be eleven rather than thirteen. In many small schools there would be very few pupils above thirteen; hence the endowment would scarcely reach them. Mr. Dale recognizes the valuable work done by the Department in science teaching in secondary schools, but proposes, in order to obviate some difficulties found in the present dual authority, to restore the direction of science teaching to the Central Board. If the latter mean the present Intermediate Board, no step would be more fatal. Nothing could have been worse than the science in the schools while it was managed by the Board, which is composed of men who know nothing of the subject or of the methods of instruction required in it, while now the science arrangements are admirable, and have been adopted with excellent results throughout the country. Unless the authority administering it included experts, and science received the same minute care it does at present, it would be disastrous to remove it from the control of the Department. Any inconveniences that may be felt could be obviated by fuller consultation between the Board and the Department.

Perhaps the most unsatisfactory part of the Report is that dealing with the position of teachers. Since the Report was drawn up training is being established in connexion with several colleges, and both training and registration will, no doubt, be sought by Protestant teachers; but the Roman Catholic schools have declined to have anything to do with recognition or registration by the English Board, in pursuance of their claim for a Roman Catholic University. Mr. Dale lays down no conditions as regards the teachers in "recognized" schools, except that the staff should be efficient. He expects that the establishment of registration and other qualifications, or the giving of a fair salary as necessary for "recognition," can only come gradually and slowly.

But every other reform will prove abortive if this crying evil be not met. Without good teachers good education cannot be given, even if everything else be right; with them it can be achieved under most unfavourable circumstances. In 1903, in 70 Intermediate schools, the average salary of men teachers was £82. 6s. 2d.; and, in 47 girls' schools, of women teachers £48. 2s. 7d. The chances of rising to a higher position are very few. With such payment it is becoming every year more difficult to retain good teachers in Ireland. To find a remedy is difficult. If the Board give a bonus to each teacher, salaries will sink in proportion; if they could (which is very doubtful) insist on a minimum rate of payment, it would tend to fix salaries at this point. With Mr. Dale's scheme the schools would certainly require fewer teachers than they do under the present system of innumerable subjects, examinations, and grades, and hence could afford to pay those they had, better. In time, too, registered teachers might form a union to safeguard their interests; but otherwise there seems little hope for an improvement in salaries till the teachers become Government servants, salaried and pensioned by the State.

Though the Report may not be immediately acted upon, it is well to have it. It contains, on the whole, an excellent scheme, drawn up with much thoughtfulness and skill in meeting Irish difficulties, and we believe, if carried out in the same spirit, it could be made acceptable to all classes, workable, and beneficial.

A SCOTCH FERIEHHEIM.

ON June 24 the Children's Village at Humbie, in East Lothian, was formally opened by Miss Balfour, sister of the Prime Minister. At present there are three cottages occupied, while a fourth and the school are nearing completion. The whole estate is eleven acres in extent, situated on a hillside with a western exposure. At the foot of the hill runs a burn, overhung by a cliff covered with whin bushes. On the eastern boundary is a wood affording a capital shade for the children on a hot day. The grounds have been laid out with a view to decoration, and promise in time to afford the children many opportunities of seeing Nature in her various moods.

It is intended to send children from the Scottish capital regularly throughout the year to the village so that they may recruit. Already 180 children have been sent, and the result has proved satisfactory. Head masters report that any time lost in school work is rapidly overtaken on account of the improvement in physique. But that the work may be continuous a school is being built. It is not intended to draw up a full-time curriculum. The school is merely a convenience for wet days, and the teaching serves to occupy the children's attention at the time when it is desirable that the house-mother shall have the house to herself. Beyond letter-writing, music, reading, and object lessons in Nature study, little will be attempted.

The village is a development of the Children's Holiday Scheme, which has hitherto sent over two thousand children a year to the country in the summer holidays. The sum of £12,000 will be needed to complete the scheme, which allows for twelve cottages, each holding about fifteen children. Of this sum about £3,500 has been subscribed privately, and the pupils of St. George's High School in Edinburgh have collected among themselves the funds for building the school.

The organisation is modelled on the Ferienheim of Pastor Bion, of Zürich, who founded the first holiday home on the Continent in 1876. One important variation on Pastor Bion's methods has been introduced: the children are located in different homes instead of in one large building. This avoids the risks of fire and infection. Hitherto the committee in charge has not imitated Pastor Bion's master-stroke of finance. When he bought the Schwäbrig in Appenzell he took care to have plenty of land, and then he planted the greater part of the eighty-five acres with timber. He told his subscribers that pine woods were a healthy environment, and the shade would be welcome for the children. Now he has the satisfaction of knowing that the timber on the estate is worth more than the sum he originally gave for it. But the Edinburgh Committee are not wanting in financial ability. They can keep a child for a month in the village for a total cost of under fourteen shillings. When the parent is able to pay, a contribution is usually forthcoming, but, when a child is suffering from confinement and poverty, charity is readily practised. Thus, while there is immense benefit to the children, the self-respect of the parent is not lowered by any thought of pauperization.

THE Committee of Management for the Primary School and Kindergarten, Brunswick Street, Manchester, appeal for further donations and subscriptions to enable them to extend their borders. The school started two years ago with twenty pupils, and has now over a hundred. It is not only a practising school for the Women's Day Training College, but it also justly claims to be doing pioneer work in the sphere of elementary education by applying practical tests to new methods and a reformed curriculum. Subscriptions should be sent to the Principal, Miss Catharine Dodd, the Victoria University, Manchester.

THE manager of the Jaeger Company expostulates with us on a Note in which we coupled Jaeger clothing and vegetarianism with the training of teachers as likely to appear ridiculous fads in the eyes of Eton masters. "Jaeger garments are worn by the best people in the land, including Royalty and Prime Ministers," and it is not likely that any scoffers will be found "among so highly an intellectual body as the Eton masters." We assure the manager that we had no intention of ridiculing Jaegerism (or vegetarianism), but we may point out that his argument proves too much. It would follow that there are on the Eton staff no disbelievers in the training of teachers.

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THE LONDON CHARLOTTENBURG.

THE Departmental Committee appointed by the Board of Education in April, 1904, to inquire into the present and future working of the Royal College of Science (including the Royal School of Mines) and questions connected therewith, have issued an interim Report, published on July 3. The Committee was a strong one, including able representatives of all the interests concerned: Sir Arthur Rücker for the University of London, Sir William Abney for the Board, Sir Philip Magnus for the City and Guilds Institute, Sir Francis Mowatt for the Treasury, Mr. Sidney Webb for the London County Council, Mr. J. Wernher for "private munificence," and Lord Reay for "light and leading." We have omitted Mr. Haldane, who succeeded to the Chairmanship on the retirement of Sir F. Mowatt for reasons of health, and who, by his vigorous pamphlet "Education and the Empire," may be fairly said to have set the ball rolling.

The preliminary Report sets out as the conditions of success (1) the gift of a capital sum, not less than £100,000, for buildings and initial equipment. This has been already provided by the munificent gift of Wernher, Beit, & Co. to Lord Rosebery; (2) The gift of an additional site of not less than four acres at South Kensington. There is no doubt that this will be granted by the Royal Commissioners of the 1851 Exhibition. (3) The assurance of a sufficient maintenance fund. Towards this the Chancellor of the Exchequer has announced that the Government are prepared to contribute £20,000 a year. (4) The other five conditions may be grouped under one head: the willingness of all the bodies concerned, including the University of London, to co-operate in the scheme. On this head the Board of Education give in their adhesion, and the City and Guilds of London Institute, without committing themselves, have shown themselves favourably inclined to the proposals.

The scheme is fairly launched, and we may congratulate the Committee on their successful pilotage past the many shoals and quicksands that encompassed the harbour bar. We are fairly on the way towards the establishment of such a centre as

the Committee desiderate—"a centre in which the specialization of the various branches of study, and the equipment for the most advanced training and research, should be such as ultimately to make it the chief technical school of the Empire." The main difficulty that has next to be faced lies in the proper co-ordination and correlation of the several constituent bodies or colleges. There is no reason why separate departments should not be allotted to separate colleges, but there must be no divorce between pure science and technological study. In this connexion there is much force in Prof. Karl Pearson's plea that the University of London is the true centre, and that schools of science—founded, or to be founded—should all be federated as constituent colleges of the University.

It was well for Mr. Haldane to hold up Charlottenburg, with its munificent State endowment, as at once a reproach and a stimulus to English statesmen; but we must not let ourselves be bewitched by the glamour of Rheingold. The best thought in Germany, as Prof. Pearson tells us, is awakening to the mistake of segregating technological students; the danger not only of premature specialization in applied science, but of cutting men of science off from free intercourse with men of letters, philosophy, and history.

ON THE TEACHING OF ENGLISH LITERATURE TO YOUNG CHILDREN.*

By the PRINCIPAL of St. Mary's Hall, Mount Pleasant, Liverpool.

IN these days of pedagogic study and pedagogic writing the young child has become invested with magnified importance, and is occasionally glorified with high-sounding titles which would probably much astonish the infant recipient could he understand their import. Educational works have chapters solemnly headed: "The Child as Artist," "The Child as Discoverer," "The Child as Artisan." Why not, then, "The Child as *Littérateur*"?

But, in sober truth, "literature," in the real sense of the term, is not a subject which can be taught to young children—that is, I suppose, children between the ages of six and ten. For, firstly, the fruitful study of literature is largely a question of fine taste, and taste is judgment, and judgment in the young child is absolutely crude and undeveloped. And, again, it is a matter of scholarship, of subtle analysis, of comparison, of relations—all things to which the butterfly mind of the young child is healthily a stranger. Lastly, the literature provided must be such as the child is capable of assimilating and digesting. In which of our classics shall we find this literary Mellin's Food? Yet, if not classic, can it be called "literature"?

Nevertheless, something can assuredly be done in this line even with quite small children; something which, if it cannot be fitly dignified with the name of "literature," shall yet be a useful and, I think, almost a necessary preparation of the soil for true literary culture in a later day; something which, when that day comes, shall strike all manner of unexpected flashes of pleasure, as well as ensure richer and more lasting profit. What it imports us to know is precisely *what* is the possible gain to be derived from, and therefore what our actual aim in, such early "literary" teaching.

Now most of us, I fancy, would agree—despite the school manuals on books of method—that *science*, in the true signification of the word, cannot be taught in the lower forms. And yet we quite recognize, often, indeed, gratefully so, that the *quasi*-scientific object lessons which usurp the name do very useful work *towards* the real scientific studies of the higher classes. In what way? In giving those habits of eye and hand which will be for ever needed in actual science, and in generating at least that expectant and inquisitive attitude of mind which we hope to see develop later into the true scientific temper.

In literature, of course, the *desiderata* will be different, but the same principle obtains. And it would seem true to say that literature is of all subjects the one which should be begun, in the measure possible, in earliest childhood. It seems to me—though

I speak under correction by the scientists and mathematicians—that it would be possible without loss—nay, conceivably with greater success—to take up science or mathematics comparatively late in life. At least I feel quite sure that the man or woman who takes up literature late in life can never be the same as one who has been soaked with noble prose and noble poetry from his or her nursery days upwards. Wherein lies the difference? In the former branches the main appeal is to the understanding; and so, when a man brings his ripened judgment and developed reasoning powers to bear upon the questions they treat, it may very well be that in a short space he fulfils a long time.

But with literature the case is very different. Certainly not the sole appeal, and perhaps not even the main one, is to the intellect; there is a large and important share to the emotions. Now my point is this, that, though young children cannot wholly *understand*, they are quick to *feel*; that our business, therefore, is to awaken feeling, to set the sympathetic chord vibrating as early as may be; and that in so doing, though we cannot be said to be "teaching literature," we are unmistakably helping the formation of the literary temper of mind, and facilitating real literature-teaching later on.

Again, judgment in literature is a different thing from what it is in science: it is, to a great extent, æsthetic judgment—in other words, taste. Now, the formation of taste in any department, say, dress for instance, begins in and through the early surroundings, and proceeds almost unconsciously till a habit of mind is produced which, at once and spontaneously, approves the sound and good and rejects the false and bad. Such a habit would be practically hopeless of attainment, unless in childhood we had seen and heard and read that only which was in good taste. In later years, of course, we wish boys and girls to be able to give reasons for their likes and dislikes; but, in point of fact, this "reasoned" judgment is with difficulty produced by the mind that has totally lacked the early informal guidance of which we speak.

Acting on these principles, the first thing will be to read to the children, and to let them read and learn by heart, as much good poetry as possible. And here, I think, it would be a distinct mistake to attempt to reduce such reading to any sort of methodical scheme—to take the children through connected groups of poems, as, "poems on England," "poems of rural description," and so forth. Classification at this stage is not only useless, but mischievous: what we want now is breadth and variety of pasturage, and the desultoriness is part of the profit as well as of the pleasure. At the same time, the *choice* of pieces is a question of importance. Clearly, they must be such as are within the children's compass—that is, the compass of their *liking*, not by any means necessarily, as I think, of their *complete understanding*. Children like story, adventure. Such poems as Matthew Arnold's "Church of Brou," Jean Ingelow's "Ballad of Winstanley," the "Ballad of the Nut-brown Maid," "The Jackdaw of Rheims," Morris's "Sailing of the Sword," and even the much-abused "Spanish Champion" of Mrs. Hemans, will all delight them. Macaulay's "Lays of Ancient Rome" and Scott's "Lady of the Lake" and "Lay of the Last Minstrel" may come on very early; theme and metrical form alike commend them to the tastes of the young. For we must bear in mind to *what* feelings children at this age are easily stirred—much more generally to sympathy with the martial, the adventurous, the heroic, than with disappointed love or bereaved hearths. This is true of girls equally with boys.

Poems are frequently chosen as "literature" for low classes, on the ground of their being "so easy," whose sentiment is utterly outside the children's ken. Longfellow's "Psalm of Life" and "Children's Hour" used to be very generally selected by elementary-school teachers for their second and third standards: anything less suitable could hardly be imagined. What in truth makes the easy or difficult of the child is not the words used, but the thought. He will cheerfully face the Latin names in the Lay of Horatius or Virginia, whose gist he quite follows and enjoys, when poems of the type of the two just mentioned, despite the simplicity and straightforwardness of their diction, seem to him wearisome and foolish.

As a general rule, too, therefore, it is not advisable to seek out poems written in specially childish language. Where such exist worthy of the name of poetry, they generally cover a sentiment which those only who have been, but are no longer, children can feel. I lately heard a lesson given to a class of

* A paper read before a Teachers' Conference held at the Liverpool University, April 6, 1905.

small boys on Robert Louis Stevenson's "Keepsake Mill": they were intelligent and interested, and they understood the *outside* of the thing perfectly, but the underlying thought, the pathos of association, was absolutely missed. And rightly so: they ought to have been old men to feel it. But then the poem should not have been brought before them. On the other hand, many of the pieces from the same charming writer's "Child's Garden of Verses" seem to me to be exactly the sort of poetry we want for little children—"The Wind," for instance, or "My Shadow," or the delightful "North-West Passage."

Useful preparatory work might also be done by familiarizing children with the *stories* which form the themes of some of our great poems—of "The Faërie Queene," for instance, or some of the Arthurian Legends. Some of the publishing firms are doing excellent work in bringing out classical tales and myths in youthful dress, with all the charm of good type and attractive illustration.

Another thing for which the great majority of children early have a decided feeling is *rhythm*. The cultivation of this will, from a literary point of view, be wholly to the good. In the first of these conferences a question was raised as to how far metre should be studied in connexion with a play of Shakespeare; and one speaker urged, if I remember rightly, that, as music could not be learned by rules and from manuals, so neither could metre. This is of course so; but it is also true that music learned *merely* by ear would not be *knowledge* of music; and similarly thorough acquaintance with the "technique" of metre must ultimately be a necessary part of literary equipment. My contention here is what it was before in connexion with the formation of taste—that the cultivation of the mere *sense* of metre, as a sense, a sound-instinct, is valuable precisely as *disposing* for the later technical study, and as attuning the ear to *feel* those subtle variations which the eye shall have learned to *see*. For we know that these things—the feeling, namely, for the melody of poetry, and the understanding of its mechanism—may often be divorced; and the divorce is lamentable.

I cannot trespass on the patience of the meeting further this evening; but I should just like to say in conclusion that my claim for beginning literature by a broad, informal acquaintance with a large quantity of poetry need not preclude some sort of detailed work on a special piece. A whole series of lessons on one poem would not be possible—or, if possible, not advisable; but I think that, from time to time, a short poem may usefully be dealt with a little fully and methodically, if the teacher bears in mind what seems to me to lie at the root of this matter, namely, that her business is gently and gradually to open the eyes of the children that they may begin to see.

REVIEWS AND MINOR NOTICES.

"Cambridge Historical Series." Edited by G. W. PROTHERO D.Litt.—*Scandinavia: a Political History of Denmark, Norway, and Sweden from 1513 to 1900.* By R. NISBET BAIN, author of "The Daughter of Peter the Great," &c. (Cambridge University Press.)

The point at which Mr. Bain begins his work—the accession of Christian II. of Denmark—may fairly be taken as the beginning of modern Scandinavian history; for Christian's reign saw the rise of Sweden to the position of an independent State and the dawn of religious reformation in Scandinavia. Though he succeeded for a while in subduing Sweden by treacherous and cruel methods, he lost both it and his own kingdom, and was driven from the throne of Denmark by a revolt of his subjects shortly before the victorious Swedes elected the champion of their liberty, Gustavus Vasa, as their King. The reign of Gustavus, who "built up the realm of Sweden from base to roof and gave his people a Protestant fatherland against their will," is treated in two chapters provocingly separated from one another by other matter; for the account of its ecclesiastical side is deferred until the Reformation in Scandinavia could be discussed as a whole. Due prominence is given to the results of the *Grevens Fejde*, or Counts' War, which arose out of the claim of Christopher of Oldenburg to succeed to the Danish throne. His defeat put

an end to the preponderance of Lübeck in Scandinavian politics, and the trade of Sweden, freed from artificial restraint, developed rapidly. It sealed the fate of the Roman Church in Denmark and destroyed the political importance of the lower and middle classes. Under Christian III., an industrious and moderately able King, Denmark recovered prosperity. Yet it was entering on a period of decline which was largely caused by the political predominance of a decadent nobility. The monarchy was elective and the Crown was liable to be hampered by new limitations at each election. More than half the land was held by the nobles and was in many respects independent of the central Government both as regards taxation and administration. Christian III. attempted to strengthen the royal authority, but was defeated chiefly through the opposition of his sons-in-law, the husbands of his seven daughters by his second wife. A disastrous war with Sweden at last weakened the position of the *Rigsraad*, the centre of aristocratic authority. The people of Copenhagen, who had made a gallant stand against the invader, awoke to a sense of their own importance, and were eager to show their loyalty and affection for their King Frederick III. in return for his resourcefulness and courage in the extremity of national danger. Frederick used his popularity to overthrow the power of the nobles and to establish an hereditary and absolute monarchy.

Although in Sweden the nobles had extensive privileges, the crown was hereditary, the lower estates independent, and the aristocracy, unlike the nobles of Denmark, was public-spirited. The country owed its unity and independence to the Crown, and under Gustavus Adolphus learnt to regard its King as the source of its strength and glory. In the reign of that great King Mr. Bain has had a fine subject, and he has written on it with appreciation. His account of the military achievements of Gustavus is satisfactory, and he has not forgotten to give due praise to the work of the Chancellor Oxenstierna, or to point out the constitutional importance of the reign. By the Peace of Westphalia Sweden was, as he says, inadequately requited for her extraordinary exertions; the control of the Oder, the Elbe, and the Weser, indeed, brought her a source of wealth, but her new territorial possessions were scattered. Her aggrandizement was completed by Charles X., who gained her natural boundaries for her by depriving Denmark of the Scanian provinces, and, further, conquered Livonia from Poland. Yet, though she had a territory twice as large as that which she now possesses, her dominions were, as Mr. Bain observes, "rather a geographical expression than a State with natural and national boundaries." There was no unity in her empire except such as was supplied by the central power—by the Government of Sweden itself; and that during the minority of Charles XI. seemed on the verge of ruin. The regents were idle and incapable, and allowed the administration to fall into disorder; the resources of the State had been exhausted by war; all hope of financial recovery seemed shut out by the vast possessions and privileges of the nobles, and Sweden was sinking into dependence on French subsidies and subservience to French direction. It is the work of Charles XI. in raising his country from this ruinous condition which entitles him to be ranked among the great kings of his house. The losses which befell Sweden in the reign of his more famous son Charles XII. were, to a large extent, inevitable. Peter the Great was determined to gain a territory on the Baltic; Augustus of Saxony, instigated by the traitor Patkul, coveted Livonia as an addition to Poland; and Frederick IV. of Denmark was ready to join in any scheme against a power which he had good cause to fear, and was eager to bring Holstein-Gottorp into subjection to his own crown. Sweden was to be confined within her natural limits. Yet the restless ambition of Charles, the obstinacy with which he persisted in his project of establishing a king of his own choice in Poland in place of Augustus, and, generally, his failure to understand the limits of his capabilities, brought many of his misfortunes upon him.

Mr. Bain carries his work down to our own time, and the reader will find some remarks which bear on the present dispute between Norway and Sweden. His book, which is longer than most of the volumes in the same series, is carefully written; it exhibits knowledge, and is marked by sobriety of judgment. Unfortunately it is too crowded with facts. A broader treatment would have made the history pleasanter to read and easier to remember. There are some

useful little maps at the end of the volume, a bibliography of books used, and a sufficient index.

The Philosophy of Auguste Comte. By L. LÉVY-BRUHL. Authorized Translation, with Introduction by FREDERIC HARRISON. (Price 10s. 6d. Swan Sonnenschein.)

Mr. Frederic Harrison's introduction lends added distinction to the book before us, and, even apart from any such *cachet*, those who differ profoundly from Comte may well recognize in this weighty treatise a work of deep and abiding interest. Mr. Harrison is careful to point out that M. Lévy-Bruhl deals only with the "*philosophy*," not with the polity or any part of the religious scheme, of Comte," and that he writes as a student, not an adherent, though a student who has, in his opinion, more fully grasped and assimilated Comte's ideas than any one else.

Perhaps the main interest of the book for an educational journal may be said to lie in those ideas themselves rather than in their history, though M. Lévy-Bruhl treats of both in a very masterly way. It is a drawback to our enjoyment that, through the carelessness of the translator or the press reader, or both combined, several sentences (*e.g.*, on page 65) read like extracts from "*Alice in Wonderland*."

It is impossible to read the book at the present moment without being struck, on the one hand, by the unforeseen developments alike of science and of psychology in the interval that has passed since Comte's death, and without, on the other hand, observing, with due gratitude and reverence to Auguste Comte, the enormous services rendered by the Positive philosophy—rendered, in short, by the sincere and humble admission that, since human knowledge and human morality are necessarily relative, the true path of advance lies not through speculative hypotheses to which the interpretation of phenomena must be made to conform, but through patient observation and classification of the phenomena themselves—and this not only in the so-called "natural sciences," but also in those sociological studies which Comte regarded as a religious and ethical duty.

How cognate, for instance, to the most recent utterances of science and philosophy in such an essay as that of Prof. Muirhead in "*Ideals of Science and Faith*" is Comte's reminder that "the laws which we can determine are never true except under certain coalitions," and the further warning that "as all things are caused or causing, helped or helping, . . . all the phenomena in a reciprocal universal action, all the laws relative one to another, our science will never be complete on any point. It only furnishes more or less perfect approximations. The discovery of new facts and new laws is always possible!"

But, if Comte's negations at times awoke controversy, how magnificent and beautiful are his highest constructive affirmations! There is his plea for Art as the one universal language—never to be regarded as an educational *luxury*, but as a necessary aid to a child's realization of the solidarity of mankind; his noble attitude with regard to the ethical responsibility of politics; his fervent and vigorous defence of the sanctity of marriage and of family "*piety*" in the classic sense as at the very basis of society; his fine definition of government as "the necessary reaction of the whole upon the parts"; his epigrammatic condemnation of that form of folly which "limits onward progress to the advent of Christianity"; his perception that, while the intellect is a "universal tool," human happiness depends far more upon moral progress, "over which we have also more command, although it is more difficult"; his vindication of all that we owe to the so-called "Dark Ages"; his deep conviction that education should include all that is highest in man if it is to have any abiding worth; his scathing words about that form of utilitarianism which tends to "reduce all the social relations to low conditions of private interests"; (page 304) his denunciation of the "merciless pedantry" of much that has been labelled "political economy." And all these things are crowned by the following fine and true assertion (page 305):—" . . . universal love as Catholicism conceived it is still more important than the intellect itself in the economy of our individual or social existence, because, to the gain of each one and of all, love makes use even of the least of our mental faculties; while selfishness disfigures or paralyzes even the best dispositions."

After studying M. Lévy-Bruhl's admirable critical summary

of Comte's teaching, those of us who still hold the faith of our fathers, and find in it a daily answer to much that Positivism in the religious sense still leaves craving and hungry, it is not by any means surprising to find that "towards the end of his life Comte made the 'Imitation' his daily reading" (page 341); for, although there may be truth in Huxley's saying that "Positivism is Catholicism *minus* Christianity," the Positivism of Comte, as summed up by M. Lévy-Bruhl—despite its incidental limitations, its intrinsic negations, its occasional and wholly unconscious sophistry—does, nevertheless, breathe the very spirit of that undying Christ whose most obvious gift to humanity Comte regarded as unproven—a gift which, since the death of Auguste Comte, Mr. Frederic Myers, in his great book on "*Human Personality and its Survival after Death*," has, by Positive methods, done much to bring within the region of scientific fact.

The English Church in the Reigns of Elizabeth and James I. By W. H. FRERE. (Price 7s. 6d. Macmillan.)

Mr. Frere's volume is a distinct addition to the series to which it belongs—"A History of the English Church," in eight volumes, projected by the late Dean of Winchester (Dr. Stephens). The author travels over the well known ground with excellent discrimination and an obvious anxiety to be just and fair in his judgments. He has, too, explored some hitherto unused original material, and altogether worked at and mastered original authorities to an extent that is unusual in a work of this kind. This feature alone invests the book with a distinction and value of its own.

Of the many points of interest in the volume only a very few can be lightly touched upon within the limits of a short notice. Mr. Frere rightly appreciates how largely the permanent results of the English Reformation were influenced by the statecraft and policy of Elizabeth. It is not too much to say that the ecclesiastical despotism of the Queen saved the situation for the Anglican Church. It gave the necessary time for the ideal of the *via media* to become definite, and to emerge into an organized school of thought. That this was made possible England owes to the unfaltering action of Elizabeth herself alone. In Mr. Frere's pages the opposing tendencies, which, at first confused, gradually emerged into definitely organized conflict, are skilfully and clearly presented. The struggle with Puritanism, Recusancy, and Independency is handled with fine discrimination. One of the striking features of the book is, indeed, the justice meted out to the Puritans. Thus the author, after reprobating one glaring example of the unreasonableness of the extremer section of this party, goes on to remark:

It would, however, be entirely misleading to judge of Puritanism by its extremer men. The best of the composite body comprehended under that term were not spoiled by factiousness, violence, or bitterness, which marred even the great qualities and abilities of a leader such as Cartwright; if it had been so, the term Puritan would have been a misnomer. The men who were most deservedly, though derisively, called by that nickname were high-souled men of piety, who had the fear of God and a pure ideal before their eyes in days when looseness and recklessness were only too common. They had seen the old corruptions; they had seen the new irreligion which came in by a natural reaction. Their soul abhorred both, and longed for that ideal Christian society which, in spite of our Lord's discouragement of any such hope, many men of very various mould have from time to time helped to find or found here on earth. The best of them were men who could exalt the ministry of preaching without depreciating the ministry of sacraments or the orderliness of fixed worship. (Page 168.)

Of the permanent results of the Reformation in England Mr. Frere gives, in a few sentences, a summary with which this notice must conclude. Speaking of the state of affairs about 1620, he says:

But while Puritanism grew in force, and Separatism become more clearly defined, the central Church life was also gaining strength and influence. The years that had elapsed since the turmoils of the middle of the last century had given time for more mature reflection. The assertion of nationality which had played a large part in the breach with Rome had become less crude than it had been in its earlier days, and was already beginning to manifest itself in a type of theology and Church polity which was instinct with the characteristics of the English nation, and did not cease to be catholic by becoming national. The contest with Presbyterian Puritanism had been a formative power on one side, just as the controversy with Romanism had been on the other. Not only in England, but also to a limited extent abroad, men were beginning to realize what this middle position meant, and to grasp more firmly

the idea of a catholicism which was not papal in its constitution. (Page 304.)

The book is enriched with an appendix containing a chronological table of "some principal events" and a most copious and valuable index.

Technical Education in Evening Schools. By C. H. CREASEY. (Price 3s. 6d. Sonnenschein.)

Technical education is not at present in very high favour with Educational Authorities because it is recognized that a great part of the large sums which have been set aside for this work have been misapplied. That there is a great work to be done in the field of technical education every reader of Mr. Creasey's book will admit. The work must, however, be systematic and organized; the needs of individual trades, as well as the needs of individuals, must be studied and supplied. In the volume under review Mr. Creasey has collected a large number of facts and figures, and has elaborated suggestions as to the character of the courses required for students in various trades, which cannot fail to be of the greatest service. It is an extraordinary thing that the work has not been done before, either officially or unofficially. South Kensington has clung to its score or so of science and art subjects with a persistency amounting almost to bigotry. Only in the mathematical subjects have any considerable changes been made, and these were due to Prof. Perry's reforming zeal. It is not that the South Kensington syllabuses are not excellent things in themselves. The trouble is that they are not adapted in many cases to the needs of technical students. No doubt the collateral work of the City and Guilds Institute, admirably conducted by Sir Philip Magnus, can be put forward by the South Kensington authorities as an excuse for their dilatoriness, but no one can fail to recognize that the dual control over technical education is producing evil results in many ways. This, however, is an administrative question with which Mr. Creasey does not directly concern himself. The chief value of his book is to be found in his suggestions for organized courses for various trades—engineers, miners, plumbers, and the rest; and in certain cognate suggestions as to the organization of schools, the training of teachers, and the provision of apparatus and appliances. Mr. Creasey deals fully with continuation schools. It is interesting to note that he is not altogether opposed to compulsory evening schools. He estimates, under certain conditions, that the total cost of such schools would not exceed £500,000 per annum—not a very large sum in proportion to the amount spent on other forms of education. For technical schools proper he proposes that there should be a standard for entry, and that a serious attempt should be made to secure fair uniformity in the various classes as regards the intellectual equipment of students. This is the kind of practical book which should appeal to employers of labour and other unacademic people who are interested in technical education; while, for reasons we have attempted to indicate, officials and members of Education Authorities are likely to find the book of real service to them in their work.

The Myths of Plato. Translated, with Introductory and other Observations, by J. A. STEWART, M.A. (Macmillan.)

"The object of this volume," says Prof. Stewart, "is to furnish the reader with material for estimating the characteristics and influence of Plato the Mythologist or Prophet as distinguished from Plato the Dialectician or Reasoner." It is because Plato was both prophet and dialectician that he is the greatest of philosophers and that his influence on religion, poetry, and philosophy has been so great. But his double character has also led to much misunderstanding. Most commentators on Plato fall into two classes: the students of the systematic philosopher and the admirers of the great imaginative genius. The first either neglect his poetry or try to force it into systematic and philosophic form. The lovers of Plato the poet are too apt to regard the myths as oases of poetry in a wilderness of dead dialectical argument. Prof. Stewart is both a philosopher and a lover of poetry, and does justice to both elements in Platonism.

The book consists of (1) an introduction on the function of myth—on the relation of poetry to philosophy as exemplified by Plato and explicitly stated by the Kantian distinction between understanding and reason; (2) the text of the myths

accompanied with a translation and an appreciation of the significance of each as a work of art; and (3) a chapter on the Cambridge Platonists in their relation to modern idealism. It is thus much more than a dissertation on the Myths of Plato. As such indeed it is of extraordinary interest. Prof. Stewart traces with much sympathy and learning the influence of these imaginative poems of Plato's on later Greek and earlier Christian thought, on all eschatological and apocalyptic writing up to the "Divina Commedia." He shows how Plato has provided the imaginative framework of the ecstatic vision to a long line of mystics from Samblicus and Plotinus to the Cambridge Platonists.

But, interesting as Prof. Stewart's book must be to the student of Plato or Dante, or of the history of religion, it makes a wider appeal to all lovers of poetry. The introduction is really an essay on the function of poetry, its relation to philosophy, and its place in experience. All students of literature will find much of interest here. They should read also the excursus on the distinction between allegory and myth at the end of his chapter on the "Protagoras," and the chapter on poetic inspiration at the end of the "Phaedrus."

The purpose of myth and of all poetry, Prof. Stewart holds, is to produce "transcendental feeling," the solemn sense of the overshadowing presence of "what was and is and ever shall be." This feeling poetry by its representations produces and regulates in the interests of conduct and science. It does this by constructing "dream-consciousness apparatus," taking us out of the world of the scientific understanding and of wideawake consciousness into that of timeless being. This is the function of poetry as conceived by Wordsworth and Coleridge. In Plato this poetic power is found in conjunction with brilliant scientific and philosophic speculation. But for Plato such speculation must rest on an assumption which only poetry can prove. Our whole rational life of conduct and science rests on the assumption that life is worth living, that the world is a place in which it is good to be. This assumption reason can never prove. It is the function of poetry to solve the scepticism of reason by appealing to that deep fundamental principle in our souls that has made the assumption from the first.

How Prof. Stewart develops this argument must be read in the book. In criticism we have only two things to say. The first concerns a small point. It seems a pity that in a book which must appeal to many who are not Greek scholars Prof. Stewart should so besprinkle his argument with Greek phrases. Why, for example, should he, in the same page, talk of "the circle of birth" and *κυκλὸς τῆς γενέσεως*? Would not English do as well in both places?

Secondly, we cannot help thinking that Prof. Stewart, by his reference to Kantian doctrine as expounded in "The Critique of Pure Reason" and "The Critique of Practical Reason," has overstated the distinction between the transcendental feeling and the scientific understanding. If he had referred, instead, to "The Critique of Judgment," he would have done more justice to Plato the philosopher. But these are small points. For the book, as a whole, we can only feel gratitude.

The Psychology of Child Development. By IRVING KING. With an Introduction by JOHN DEWEY. (Price 1 dol. Chicago University Press.)

Mr. King recognizes that in some quarters child study has fallen into disrepute, and he fears that sometimes this has been not undeserved. It has, too often, founded itself on faculty-psychology. Mr. King, on the other hand, emphasizes the point that it is unscientific to study isolated elements in the child's life. It is necessary not only to observe a child's action; there must also be stated the "complete setting." The child feels and acts from the background of a relatively undifferentiated experience. An adult reads into the child his own highly specialized differentiations. Mr. King knows that in the child there is an intimate interrelation of all forms of mental activity; so that the explanation of one aspect of mind must have reference to the organization of consciousness as a whole. The effort, therefore, of the child psychologist must be to understand the child mind "in terms of itself." With this aim, the writer investigates the material at hand with regard to emotional experiences of infancy, the objects of the child's world, the moral ideas of childhood, the child's interests, and so on. There is a considerable collection of such material, and Mr. King gives a comprehensive bibliography of the subject of children's interests. Two suggestive

and important chapters of the book are those on inhibition and imitation. The two points which Mr. King especially keeps clearly in view are (1) the undifferentiated character of the child's experience, (2) the imperfect organization of the child's experience with reference to the social whole within which he lives. Along with these two points is the principle which child psychology has in common with adult psychology—that differentiations in experience occur with reference to the necessities of actions. Once more to emphasize the general position of the book: "Whatever the child really gets comes to him in a setting of activity, and it means not merely an increase in intellectual or emotional or motor ability, but an increase in all combined."

A Philosophical Introduction to Ethics: an Advocacy of the Spiritual Principle in Ethics from the point of view of Personal Idealism. By W. R. BOYCE GIBSON, M.A. (Swan Sonnenschein.)

This book consists of ten lectures which were, in the first instance, delivered as an Inter-Collegiate Course at Westfield College, University of London, in 1903. The general object of the course is to advocate a philosophy of morals as well as a science of ethics. Mr. Gibson defines "spiritual principle" as "the unifying agency in personal experience"—it is "that final cause in immediate personal experience which is so constitutive of it that to deny its felt presence is precisely to deny the possibility of such experience." The immediate occasion of Mr. Gibson's strenuous advocacy of the spiritual principle as the basis of ethics is his desire to afford an answer to Prof. A. E. Taylor's "Problem of Conduct," for which nevertheless, in common with most philosophers, Mr. Gibson feels considerable respect. Mr. Gibson not only stands as an opponent of Prof. Taylor. Whilst accepting Mr. T. H. Green's "Prolegomena of Ethics" as far as idealism is concerned, yet the author of this book supports the thesis of personal idealism as against absolute idealism, and preserves the attitude of "friendly though emphatic difference." It will thus be seen that Mr. Gibson in combating two such giants has his hands full. The book is interesting as offering the writer's own constructive scheme of metaphysical ethics, and is another instance that the old school of scientific ethics is not having, and is not likely in the near future to have, things all its own way. The return of English writers to metaphysical thought is a welcome reaction not only to metaphysicians, but also to those who wish to see English thought representative, and the reproach to be taken away that our students who are inclined to "pure" philosophy must go to Germany, or at least read German books.

Elementary Manual on Steam and the Steam Engine. By ANDREW JAMIESON, M.Inst.C.E. (Griffin & Co.)

This excellent manual has already reached its tenth edition, and is really a most complete work in itself of its kind. It has been written expressly for apprentice engineers, and first-year students, and it covers the Elementary Stage of the Board of Education's (Science and Art Department) examination in Steam. The book is written in lecture form arranged in order of treatment. The author begins with elementary mensuration formulae, and impresses on the student the importance and the value of thoroughly mastering these forms; he then passes on to the consideration of specific gravities and the volumes of the better known solid bodies. In fact, a great deal of useful theoretical knowledge is compressed into the first thirty pages, knowledge which the British engineer is too apt to neglect. His fault is often to trust too much to the formulae and the rules of thumb rather than to grasp the underlying principles. There are then six or seven good lectures on Heat, and in particular the lectures on Joule's Experiments and the Mechanical Equivalent of Heat seem to us as especially worthy of notice. Prof. Jamieson then passes on to his special subject, and the rest of the book is devoted to the properties of steam and particular forms and types of engines. We fear that we have no space for examining this part of the book in detail, but we notice that the lecture on Pressure and Vacuum Gauges is excellent. There is then a most useful chapter on the chief parts of the engine, wherein the author gives a general idea of the relative position and motions of such parts as the student must, more particularly at the beginning, make himself acquainted with. At the end of this lecture, No. XIV. (as in the case of the other lectures), there are some very useful questions for the learner to try; partly composed by Prof. Jamieson and partly taken from the Science and Art Examination papers of recent years. These questions are, if properly treated, of great use to the student in his home work. Other lectures we must also note are Nos. XVIII. and XIX., in which the difference between a single-acting and a double-acting engine is discussed, and the economy of using high-pressure steam and multiple expansion is illustrated. The author concludes by inserting an appendix (one of four) on Steam Turbines, more particularly those of de Laval and Parsons. We should have been glad to have seen more on the recent turbines, but that, perhaps, we cannot expect in an easy text-book. On the whole, the author is to be congratulated on his task, and there are many improvements in this latest edition.

Homes of the First Franciscans. By BERYL DE SÉLINCOURT. (Dent.)

No one, we think, could fail to appreciate in this book the beauty and power of much of the description of "the natural scenery—among the most beautiful in Italy," in which St. Francis and his followers carried on their work; of the solitudes where they "fought out their spiritual battles and won assurance of peace"; or the appreciative and sympathetic spirit in which it is written. It seems to give life and light and colour to the legends and stories of the saint and his company of brothers. Most of all is the spirit of the country brought home to us in the chapter on the Marshes, in the descriptions both of land and sea which is "their genius, not a mere element in their landscape." It is perhaps a pity that the writer has not contented herself with her excellent rendering of the legends and stories in their natural setting, and refrained—at least, in the body of the book—from any attempt at comment or definite interpretation. The compass of the work is not large enough to admit of exegesis, and it tends to distract attention and break the quiet charm which the rest of the work lays upon us. We should like to see, as a companion volume, a personal account of travel through these unfrequented regions, and hints as to how the uninitiated traveller would fare, and what price (not in money) he would have to pay for the joys and beauties he would meet with. The photographs illustrating the book are taken from striking points of view. The reproductions are not, in all cases, as good as might be wished; but the book is well got up, and the print good.

Corpus Poetarum Latinorum. Edidit J. P. POSTGATE. Fasc. V. (Price 6s. net. G. Bell.)

This admirable text of the Latin poets is making rapid progress towards completion. The present fascicule contains Martial, edited by J. D. Duff; Juvenal, by A. E. Housman; the "Bucolics," by H. Schenkl, and the "Cynegeticon" of Nemesianus, by the Editor-in-chief.

A German Drill Book. By F. K. BALL, Ph.D. (Price 2s. Heath.)

The title hardly does justice to this little book, which is a second year's course in German, mainly grammar, but with an appendix of passages for composition and unseen. The type is good, which, with paradigms, is *die Hauptsache*. Also, what is generally scamped in elementary grammars, the meanings of prefixes and word-building are adequately dealt with. The book is well worth a trial.

The World of To-day. By A. R. HOPE-MONCRIEFF. Vol. II. (Price 8s. net. Gresham Publishing Company.)

In reviewing the first volume we explained the scope and plan of this Globe-trotter's Manual, as it might well be called, and we need only say that in Vol. II. there is no falling off from the high standard. The contents are the Eastern Peninsula, the Eastern Archipelago, Afghanistan and Beloochistan, Persia, Asia Minor, and Arabia.

Who was he? A Concise Dictionary of General Biography.

By EDWARD LATHAM. (Price 1s. net. Routledge.)

This pocket dictionary contains, on a rough calculation, five thousand names. The preface gives an average of three lines to each entry; we make it barely over a line. The names have been judiciously chosen. A few quite insignificant personages have crept in, but we have noted few serious omissions—Balfour of Burleigh, Harriet Beecher Stowe, James Simpson of chloroform fame, the Abbé Mendel. Caligula is credited with the prænomen of Augusta. It is a most handy little volume.

(1) *The Children's Book of Moral Lessons.* Third Series. By F. J. GOULD. (7 × 5 in., pp. xv, 203; price 2s. Watts & Co.) (2) *A Teacher's Handbook of Moral Lessons.* By A. J. WALDEGRAVE. (7 × 4½ in., pp. viii, 154; price 1s. 6d. Sonnenschein.)

These books are very like one another in aim, and attempt to give children lessons in morals by treating the various topics of a reading book in an ethical manner. Indeed, the second is confessedly based on the first and on its various companions. Mr. Gould deals with the family, people of other lands, and the history of industry, art, science, and religion; and under these heads he treats of forty subjects, such as Greek stories, ancient Egypt, Mohammed, the Holy Grail, &c. The stories are well and brightly told, and the moral is never made intrusive. The book has a few illustrations, is well printed, and will soon establish itself as favourite with its readers. The second book is composed on a somewhat different plan and is without illustrations. Its contents are grouped under habits, manners, patriotism, justice, work, &c. The paragraphs are headed in darker type with advice to the reader, and deal with the mode and manner in which the teacher may use the different topics. It is not a reading book, but is meant to be used as a series of notes of lessons. The work is well done and should be useful.

A Book of Ballads. Edited by C. L. THOMSON. (7½ × 5 in., pp. ix, 204; price 1s. 6d. Horace Marshall.)

This selection has been composed to meet the demands of a recent syllabus of the Board of Education. It is well made, and the principle which has guided Miss Thomson throughout is that each ballad shall tell a complete story. The book is divided into two parts—old and modern ballads—and not a poem is ill chosen, except, perhaps, "The Lincolnshire Poacher," which is doubtful. The modern ballads, as is natural, are the more numerous; and Miss Thomson has been able to

collect specimens of Tennyson, Browning, Miss Ingelow, Newbolt, Matthew Arnold, &c., into Part II.—forty-eight in all. We have read and read again many old favourites in this delightful little volume with great pleasure. We recommend it very heartily.

Cambrensis. A Literary Reading Book for Welsh Schools. Edited by W. JENKIN THOMAS, M.A. (7 × 5 in., pp. viii, 248; price 1s. 6d. Edward Arnold.)

This is a capital reading book made up of selections of all sorts dealing with the history and traditions of Wales. It has good illustrations and is well printed, and is altogether a charming book.

Practical English Grammar. Being Section II. of "Lessons in the Use of English." By MARY F. HYDE. (7½ × 5 in., pp. ix, 324; price 2s. 6d. Heath.)

Of the "Lessons in the Use of English" we wrote not long since with approval. It was a good and sensible plan. And so is the plan of this "Grammar." It approaches its subject by well chosen steps, and has far fewer of the misconceptions or mistakes usually to be found in books of the kind. A few, however, remain. Thus, a *pronoun* is still a word used for a noun; a *phrase* is prepositional because it begins with a preposition (though this is immediately afterwards set right), and so on. But really these slips are extremely rare, and the book is marked by clear good sense on every page, though we are not quite sure that the mode of treating the verb tends to clearness. It is quite right, but nothing is gained by confusing the passive with the progressive form. Nevertheless, the authoress has done her work well, and children will be grateful to her for it.

Excursions and Lessons in Home Geography. By CHARLES A. McMURRY, Ph.D. (7¼ × 5 in., pp. ix, 152; price 2s. 6d. Macmillan.)

Not very long ago we gave an account of Mr. McMurry's "special method in geography." In it the treatment of excursions and the method of handling them were set forth in detail. In this volume illustrations of excursions to many different localities are given to show how such work can be adapted to various places. It goes without saying that Mr. McMurry has made his book both interesting and instructive. Excursions are given which deal with local scenery and views, commercial topics, garden, farm, and dairy, and, lastly, with government; and suggestions and outlines of other similar visits are proposed. The whole school environment is well treated. The book is well printed and tastefully illustrated. In fact, everything is done to make geography a real study and a real delight. We cordially recommend the book to the attention of all teachers of the earlier stages of the subject.

The Paraphrase of Poetry. By EDMUND CANDLER, B.A. (7¼ × 4½ in., pp. xii, 83; price 1s. 6d. G. Bell.)

After a short preface, in which Mr. Candler discusses paraphrase and what it can do and how, and what it cannot do—incidentally deciding that for purposes of this book he will not attempt any passage earlier than Shakespeare—he plunges into "rules and examples" for the guidance of the beginner. He paraphrases various short passages to show what are the rules and suggestions he would apply and how he would apply them. He is never unduly insistent or cock-sure, but writes with modest good sense and skill, and shows, amongst other things, that it is not a question of substituting one word for another, but of recasting the whole sentence so as to bring out its meaning and references and associations more clearly and explicitly. Then he chooses some twenty-five longer passages and paraphrases them, and, lastly, provides a series of extracts—forty in all—for the learner to do for himself. In short, he knows his business and does it well. No one will be able to work through his little book without benefit to himself in clearer knowledge and appreciation of the ways of poetry and delight in the terseness of its mode of expression.

Home is best. By S. S. SOULSBY. (Price 1s. Longmans.)

This is a collection of twelve short, but pleasant and intelligently written, papers which Miss L. H. M. Soulsby has gathered from those left by her mother and has republished. A brief preface tells us all that is needful of a singularly wise and patient invalid—the ever willing friend and helper of all who came to her, and to whom home was ever best. The record of this brave quiet life is pleasant to read and pleasant to think over; and Miss Soulsby has done well in gathering together these essays for her friends.

Object Lessons in Elementary Science. By VINCENT T. MURCHÉ. New and Revised Edition. (Pp. 282; price 2s. Macmillan.)

It is pleasant to find that a new edition is wanted of Murché's "Object Lessons." The little book has largely been rewritten and revised up to date. It is well illustrated by an abundance of black-board sketches, and the letterpress is skilfully treated and arranged with great clearness. The subject is divided amongst the various elementary sciences—mechanics, botany, zoology, &c.—which are named in the scheme issued by the late London School Board, on which the book is based. The work is well done and attractive, and should have a new lease of life in its present form.

(1) *Round the World: Europe.* By W. VERE MINGARD. (7 × 5 in., pp. 295; price 1s. 6d. T. C. & E. C. Jack.) (2) *The Story of the British Empire for Children.* By FRANCIS M. ANDERSON. (7½ × 5 in., pp. xv, 167; price 2s. Methuen.)

(1) This is a well printed book, but somewhat too profusely supplied with maps and illustrations and with too full a summary. But the ground covered is very great and there are temptations. Yet, after all, a reading book is a book for reading and had better be kept to that aim. The letterpress very pleasantly glances at the chief points of various countries, chatting about one after another in an easy way—which will make the book very acceptable to the young.

(2) This book is intended for rather younger pupils. It is well printed on rather heavy paper, and well supplied with photographs. In it an attempt is made to induce the reader to think and feel imperially. It is not a school text-book strictly so called, but tells the outline of the story of the British Empire interestingly and instructively. Any school will find it pleasant reading and well informed.

School Organization. By S. E. BRAY. (Price 2s. W. B. Clive.)

The author is an inspector of schools to the London Council, and has compiled the book for the use of students preparing for the Certificate Examination. The work is frankly empirical and rarely attempts to deduce rules from first principles; but, with this limitation, it is a useful and sensible guide not only on organization in the narrower sense, but on such matters as discipline, class-teaching, school furniture. *Kinderhorte* is a new word to us, apparently equivalent to the French *crèche*.

Paton's List of Schools and Tutors (Eighth Annual Edition) is just to hand and may be obtained at Messrs. Paton's offices, 143 Cannon Street, E.C., for the nominal price of 1s. 6d. The bulk of the schools are professedly advertisements, but few important schools are omitted, and the book fully justifies its sub-title, "An aid to parents in the selection of schools."

Favourite Greek Myths. By LILIAN STOUGHTON HYDE. (Price 1s. 6d. net. George G. Harrap.)

A charming little book, in which the old Greek legendary stories are told very simply, so that young children could understand them, and in language suitable to the beauty of the tales. It is adorned with twelve illustrations taken from well known pictures. We should have preferred illustrations from antique sculpture, coins, and pottery to these modern representations, but they are exceedingly well done.

A First Book of French Oral Teaching. By C. V. CALVERT. (Price 2s. Rivingtons.)

The book represents a *via media* between the New and the Old Methods, with a distinct leaning to the Left Centre. Grammar is introduced from the first, but in small doses, and ample provision has been made for written work. The stories are well selected and graduated. The illustrations, unlike those of a similar series, are genuinely French. We think that, even if phonetic script is barred, some help might be given at starting in the division of syllables and perhaps silent letters.

English History Reader for the Upper Standards. By E. M. WILMOT-BUXTON. (Price 2s. Skeffington & Son.)

This book gives an account of the leading events in each century from 55 B.C. to the present time. It contains a great deal of matter, and is made as interesting as it is possible for a book to be which has to cover so much ground. It is well illustrated, and the pages are well broken up into paragraphs—a matter too often neglected where space is valuable.

Rapid Revision Exercises in French Syntax. By W. HERBERT HILL. (Price 1s. 6d. Blackie.)

The author tells us that he has for years tested the efficacy of these exercises in manuscript on London Matriculation candidates, and we can well believe the statement. It covers all the more obvious difficulties of syntax. We do not ourselves like the way in which French and English are mixed up—"J'ai assez, 'to pay' (infinitive of purpose) la note. J'approuve son action (of)"; is not "I approve his action" good English? Still less do we like wrong order of words or wrong constructions given to be corrected.

Goethe's Hermann und Dorothea. With Notes and Vocabulary. By W. A. ADAMS, Ph.D. (Price 2s. 6d. Heath.)

Little need be said of this latest edition of Goethe's favourite poem, except that it is well printed and bound, and that the notes, while eschewing all philology or æsthetic criticism, give enough help for the understanding of the text. It is misleading to give a sample of the scansion by marking the syllables long and short,

"Was die Neugier nicht thut,"

a line, by the way, that is quoted in Tennyson's *Life* as ear-splitting.

The Junior Local Practical Physics. By the Rev. J. F. TRISTRAM, M.A., B.Sc. (Dent.)

This is a useful book for students preparing for the examinations of the type of the Junior Locals. The author claims to provide sufficient for the first two years' work in a science school. We can, however,

scarcely think that, for in the first place the course is not extended enough, and in the second place, though not exactly a "cram" book, yet it is a book essentially of the examination order, and such a book is certain to contain many things in the nature of "tips," while certain other things, necessary in an educational book, though not set usually in mere examinations, are omitted. A good feature in the book is that the working expenses involved in carrying through the experiments are very small, while the book does contain a great variety of useful things. Students of physics in their early stages are not given a sufficient number of exercises in weighing and measuring, but we are glad to see the author devotes a great deal of attention to this part of the subject. We think, however, the experiments on "Heat" at the end are somewhat too compressed, and we should recommend the author to expand and amplify these in his next edition. There are several examination questions given throughout the book, though hardly sufficient in hydrostatics. The print is clear, and the book is eminently readable in its way.

Inorganic Qualitative Analysis Tables. By HAROLD MUNKMAN TIMPANY, M.Sc. (Blackwood.)

These tables, as a collection of notes, should prove to be of great service to the chemist, though, of course, they are clearly only to be used in conjunction with a regular text-book, and will only appeal to those who are already fairly expert chemists. The author begins with certain dry tests for salts, and has very usefully collected in a table the result of various observations to be obtained by this method of testing. He wastes no time and then passes on to the examinations for acids, with a few supplemental pages on special acid tests. The different well known elements are carefully taken in groups, and the results of certain allied tests are described on double pages in the book. The chief feature is the collection of notes and equations at the end of the book relating to the various group tests. These are clearly most useful, and can be recommended for their accuracy, and, indeed, we have been at some considerable trouble to test them, and found them satisfactory and reliable.

"Chambers's Twentieth Century Geography Readers."—(1) Book IV. *Scotland, Ireland, British North America, Australasia.* (7 × 4½ in., pp. 256, with illustrations; price 1s. 6d.) (2) Book VI. *The World outside Europe.* (Same size, pp. 400, with illustrations; price 2s.)

These are two interesting readers of the newer kind of books for children. The illustrations are for the most part good, and the letterpress is all that it should be.

Health at Schools. By CLEMENT DUKES, M.D. Fourth Edition, revised, enlarged, and illustrated. (Price 10s. 6d. net. Rivingtons.)

It speaks ill for our head masters that it should have taken eleven years to exhaust an edition of this work, which should be as much a part of their equipment as, let us say, Liddell and Scott. In his earlier edition Dr. Dukes was, perhaps, unduly aggressive, and laid down the law on matters that head masters considered their special province. But "lenit albescens animos capillus." He has modified some statements, on a few he has altered his opinion, and he has kept himself thoroughly abreast not only of medical and surgical science, but of what may be called almost a new science—hygiene.

The Works of Arthur Clement Hilton, together with his Life and Letters. (Price 5s. net. Macmillan & Bowes.)

Few, like the present reviewer, are the happy possessors of the two numbers of *The Light Green*, now worth their weight in gold; and many will be glad to purchase this volume simply to procure an authentic copy of "The Heathen Pass-ee" and "The Vulture and the Husbandman," immortal parodies of which verses have almost passed into proverbs. Their author was only twenty-six when he died, and his life, apart from this spurt of genius, was in no way remarkable. The story, such as it is, is told briefly and unaffectedly by his friend Sir R. Edgcumbe. Clearly a genial, witty, clubbable, lovable man, but there is no background of philosophy or pathos to set off the jests or turn the wit to humour, or it would be safer to say it is not revealed in the "Life."

Brush Drawing as applied to Natural Forms and Common Objects.

By MAY MALLAM. (Price 5s. net. G. Philip.)

This handsome text-book contains twenty plates and over three hundred examples in monochrome and colour. Miss Mallam is a competent artist, and she teaches, both by precept and example, how to express with the brush the essential features of leaf and flower. The colours are bright, but never glaring. Our only criticism is that the work covers too much ground. It begins with single strokes and ends with feathers that would tax the skill of an Academy student.

Practical Mathematics. By A. CONSTERDINE and A. BARNES. (Price 2s. 6d. Murray.)

This is a most attractive little volume, which would charm the mechanic or the classic whose mathematical education had been neglected. Nothing is taken for granted but the four rules of arithmetic, and, by a process mainly of measurement and simple calculations founded on measurement, the pupil is led through all the useful parts

of algebra, geometry, and trigonometry in the earlier stages. These branches are not treated separately, but (in the words of the preface) not only correlated, but actually fused.

German Universities: a Review of Prof. Paulsen's Work on the German University System. By MABEL BODE, Ph.D. (Price 1s. net. P. S. King.)

The reviewer, in some forty pages which may be read in half an hour, extracts the essence of Dr. Paulsen's famous work, and explains the meaning of *Lehrfreiheit* and *Lernfreiheit*, the full significance of which is not yet appreciated by English students. We hope, as does the editor (who will be easily identified under the initial R.), that the result will be to send the reader to the original. The unchartered freedom of Berlin is not an ideal for Oxford or Cambridge, but Berlin may well serve as a model for the University of London. The Senate may be inspired to take heart of courage to relax the bearing reins of examinations, and the Treasury may in time be induced to devote to the endowment of research the cost of one torpedo destroyer.

BOOKS OF THE MONTH.

Drawing.

The Principles of Design. By G. Woolliscroft Rhead. Batsford, 6s. net.

English.

A Sixteenth Century Anthology. Edited by Arthur Symonds. Blackie, 1s. 6d. net.

Southern Writers. Selections in Prose and Verse. Edited by W. P. Trent. Macmillan, 5s. net.

Philosophical Works of Francis Bacon. Edited, with Introduction, by John M. Robertson. Routledge, 5s.

Bell's Miniature Series of Great Writers.—Defoe. By Albinia Wherry. 1s. net.

Matthew Arnold on Translating Homer. Edited by W. H. D. Rouse. Murray, 3s. 6d.

A Middle English Reader. Edited, with Notes, Glossary, &c., by O. F. Emerson. Macmillan, 8s. net.

Geography.

Murray's Handy Classical Atlas. Edited by G. B. Grundy. Macmillan, &c. 1s. net.

Round the World: Our Colonial Cousins. By W. Vere Mingard. Jack, 1s. 6d.

History.

Henry the Third and the Church. By Abbot Gasquet. G. Bell, 12s. net.

A History of Egypt from the XIXth to the XXXth Dynasties. By W. M. Flinders Petrie. Methuen, 6s.

The Glory of London. By G. E. Mitton. A. & C. Black, 1s. 6d.

Easy Stories from English History. By E. M. Wilmot-Buxton. Methuen, 1s.

Mathematics.

Mathematical Recreations and Exercises. By W. W. Rouse Ball. Fourth Edition. Macmillan.

Examples in Algebra. 8,000 Exercises, &c. By Charles M. Clay. Macmillan, 4s. net.

A Course in Practical Mathematics. By F. M. Saxelby. Longmans, 6s. 6d.

Miscellaneous.

Practical Book-keeper and Accountant's Guide. By John Scouller. Simpkin, Marshall, 5s.

Thoughts Transcendental and Practical. By M. Carte Sturge. Clifton, J. Baker.

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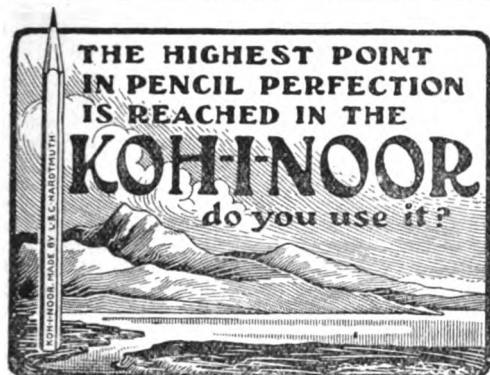
The Boy and His School. By Robert L. Leighton. Murray, 2s. 6d. net.

In Praise of Books. Routledge's Miniature Reference Library. 1s.

The Child and Religion. Eleven Essays by various Authors. Edited by Thomas Stephens. Williams & Norgate, 6s.

Annual Report of the Smithsonian Institution, 1903. U.S. National Museum.

(Continued on page 538.)

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 Blackie's Little Classics.
 Mignet's Histoire de la Révolution Française. Edited by A. Dupuis. 3s.
 Stendhal's Mémoires d'un Touriste. Edited by H. J. Chayter. 2s. Oxford University Press.

Natural History.

- Bird Life Glimpses. By Edmund Selous. G. Allen, 6s. net.

Reprints.

- Washington Irving's Life of Columbus. Dean.
 Henry V. in the Red Letter Shakespeare. Blackie.
 Kingsley's Hypatia. Nelson. 6d.

Science.

- Class Book of Elementary Chemistry. By W. W. Fisher. Fifth Edition, revised and enlarged. Clarendon Press. 4s. 6d.
 Outlines of Inorganic Chemistry. By F. A. Gooch and C. F. Walker. Macmillan. 4s. 6d. net.
 Elementary Experimental Chemistry. By A. E. Dunstan. Methuen, 2s.
 A Practical Course of Organic Chemistry. By G. Radcliffe and F. S. Sinnett. Longmans, 4s. 6d.
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 Trees. A Handbook of Forest Botany. By H. Marshall Ward. Vol. III. Flowers and Inflorescence. Cambridge University Press, 4s. 6d. net.
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 Object Lessons in Elementary Science. By V. T. Murché. Stage V. New and revised edition. Macmillan, 2s.

INCORPORATED ASSOCIATION OF ASSISTANT MISTRESSES.

AN Extraordinary General Meeting was held at the College of Preceptors on July 1, to discuss the proposals for a College of Secondary Teachers. The President, Miss Lewis, of the Wycombe Abbey School, was in the chair.

The feeling of the meeting was strongly in favour of federation in some form. The following were among the resolutions passed:—(1) "That the A.A.M. approves in principle of a Federation of Associations of Secondary Teachers."—Carried unanimously. (2) "That the A.A.M. is willing to join the proposed College of Secondary Teachers, or such other Federal Union of Secondary Teachers as may be established in lieu of the proposed College, always provided that conditions satisfactory to the A.A.M. Committee are obtained."—Carried unanimously. (3) "That the A.A.M. would accept, as academic qualification for future members of the College of Secondary Teachers, examinations of the standard of those which now admit to membership of the College of Preceptors."—It was considered undesirable to impose any high standard of academic attainment, since membership to the Association is now open to teachers of art, music, and technical subjects in general.

The Treasurer then stated that the increasing work of the Association now made a much larger expenditure necessary, and proposed that the annual subscription be raised to 5s. This was carried unanimously. The Secretary briefly reported the proceedings of the Conference on Salaries in London Secondary Schools, held on the initiative of the London Branch of the Assistant Masters' Association between delegates of five associations representing secondary assistant teachers. The Conference had sent a deputation to the Higher Education Subcommittee of the London County Council, and had recommended that a qualified woman teacher in a secondary school should receive an initial salary of not less than £120, rising to at least £200. This maximum was slightly higher than that asked for in the A.A.M. Salary Scheme; but the cost of living in London made it necessary that salaries there should be higher than the average for the whole country.

(Continued on page 540.)

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THE WARDEN OF BRADFIELD COLLEGE AND THE JOINT BOARD.

WE have received from the Warden of Bradfield College a copy of the correspondence that has passed between himself and Mr. E. J. Gross, Joint Secretary of the Oxford and Cambridge Schools Examination Board, re inspection of Bradfield College. On June 27 Mr. Gross writes: "As regards Chemistry, the Report [of Prof. Baker] is not sufficiently good to allow us to recommend the School to the Army Council in this subject, and, consequently, it is no use for your boys to offer 'Physics and Chemistry' for Army purposes." Dr. Gray answers the next day, inquiring whether it was on the ground of alleged deficiency in the teaching or in the buildings and apparatus in use that recognition was refused. If on the former ground, did the Board or the Inspector make themselves acquainted with the marks gained in Chemistry by Bradfield pupils in previous Army examinations, and is rejection in a whole branch of teaching to depend on the unfavourable report, on one portion, of a single Inspector, formed on a visit of five or six hours? Incidentally Dr. Gray notes that the Board made the initial mistake of informing the Head Master that the Inspector in question was coming one month after he actually made his appearance. In a supplementary letter, Dr. Gray states that in the Army examinations from June, 1903, to December, 1904 (inclusive), twenty-one out of thirty-three Bradfield candidates gained over half marks in Chemistry. In a further letter (July 3) he asks: "Who are 'us' in your letter of June 27th?" And, "Was the decision with regard to Bradfield in Chemistry arrived at as the decision of the whole Board in meeting assembled?"

Mr. Gross replies (July 4) that "the queries are not such as I can answer—at any rate, without the direction of the Board to do so. I expect that we shall shortly have a meeting of the Board to consider your letters." On July 12 Mr. Gross informs Dr. Gray that, in conse-

quence of the evidence supplied by the Warden, that for some years the school has successfully prepared candidates for the Army in Chemistry, the Board will withdraw their interdict, on the understanding that the approval is only temporary, that within a reasonable time the arrangements should be again inspected by the Board. Dr. Gray answers (July 14) that the "evidence supplied by the Warden" had already been supplied on May 28, having been applied for by Mr. Gross for the use of Prof. Baker."

In a covering letter addressed to head masters Dr. Gray writes: "No one has recognized more cordially than himself the importance and desirability of State inspection of secondary schools, and the gradual evolution of system out of educational chaos." But he doubts, from his experience, whether the machinery and methods which may have served well in more limited and local spheres are suited for national use.

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THE REV. ARTHUR CHILTON, who succeeds Mr. Pollard as Head Master of the City of London School, was educated at Christ's Hospital, whence he gained an exhibition at Christ Church, and obtained a First in Classical Moderations and a Third in Greats. After short services as an assistant master in various schools he was appointed Head Master of Emanuel School, Wandsworth Common, in 1894. Mr. Ernest L. Fox, of Westminster School, was a near second, obtaining sixty votes, against seventy-seven for Mr. Chilton.

These School and Teachers' Advertisements are continued from page 518.

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THE LATE MISS ANNA SWANWICK: A REMINISCENCE.

By CHARLES S. ROUNDELL.

I KNEW Miss Anna Swanwick during the later years of her life. It was one of my greatest pleasures to sit with her and have a talk—or, rather, to converse—with her. For with her conversation, in the true sense of the word, began as soon as one had sat down. There was no mention of the weather. At once, as a matter of course, some subject of interest would be started, or, rather, would start itself; and so it continued as long as the visit lasted—and that without effort, with perfect naturalness. This faculty of conversation, rightly so called, is, it is to be feared, nowadays almost a lost art. The late Countess Russell had it; so had the late Lady Stanley of Alderley—both of them, as it happens, warm friends of Miss Swanwick.

Though so different from the late Mrs. Lewes (George Eliot), there was, in this matter of conversation, a certain similarity between them. Both of them had the faculty of drawing out what was best in their visitor; both gave the impression of having thought out the subject under discussion; both expressed themselves with a certain finish. Mrs. Lewes perhaps excelled in the perfection of her language, which might, indeed, have been taken down from her lips *verbatim* and printed. Miss Swanwick's was less ambitious, more conversational—the difference perhaps between a conversation in one of Miss Austen's novels and in "Romola."

What struck me most about Miss Swanwick in her advanced years was her vivacity. She was full of interests: nothing came amiss to her, whether it was politics or literature or theology or some subject of present public importance. Another notable faculty of hers was her enjoyment of the society of the young. I recall the lively pleasure with which once she received the visit of a young girl, and begged that the visit might be repeated; I recall her kindly, gracious ways, and her power of at once putting the youngest of her visitors at ease. In this respect she resembled the late Dr. Lushington (the Judge of the Admiralty Court), whose liveliness in extreme old age, and pleasantness, and genuine liking for the society of the young, is a thing never to be forgotten by those who had the privilege of being admitted to his friendship.

When, in the winter months, I first went to see Miss Swanwick at her house in the Regent's Park, she said to me: "This is my Riviera. The doctors told me that I must spend my winters abroad. But I make it my practice to shut myself up in my own house during the winter months; and so I escape all bronchial affections. I have fixed days and hours for seeing my friends; and thus I have plenty of society, with all the comfort of being at home. This is my Riviera."

Another marked characteristic of hers was the fervour of her religious belief, her intense feeling of the being of God, and the way in which this feeling seemed to pervade her whole being. I call to remembrance in particular one day in which I had referred to the nineteenth chapter of Isaiah, saying that the passage: "In that day shall Israel be the third with Egypt and with Assyria, a blessing in the midst of the earth: for that the Lord of Hosts hath blessed them, saying, Blessed be Egypt my people, and Assyria the work of my hands, and Israel mine inheritance"—seemed to me one of the grandest in its breadth in the whole of the Bible—her face all at once lighted up, and she clutched hold of my arm with both her hands, as if I had said what appealed to her deepest innermost feeling. Once, when I had made some reference to religion, she said: "Without religion life would be belittled. We live by our affections, our aspirations; without these, we should be only a little higher than the brutes." Just as on another occasion she spoke of the recognition of the "existence of those great spiritual realities which, in my judgment, impart to Nature and to life their interest and their charm."

I was specially anxious to ask her about her own early education, remembering that she was an accomplished scholar in Greek and German, that she was the translator of the plays of Aeschylus, and of "Faust," that she knew Hebrew; and all this at a time when high schools and colleges for girls did not exist, and when for a woman learning was accounted almost an unseemly thing. If I remember right, she told me that the first

twenty years of her life were spent at Liverpool, and that as a girl she had an intense yearning for education—a yearning the gratification of which was not within her grasp. It was the sense of her own privations in this respect that intensified her joy that now, in the lately established high schools, girls can get a thoroughly good education, including instruction in art and music. In the days of her girlhood "Mangnall's Questions" was the book in use; and she had to learn geography by heart. But she also had to learn poetry by heart, an acquisition, not perhaps equally valued in these high-school days, to which she rightly attributed the greatest importance. Later she appears to have attended Dr. Martineau's classes.

She had never been from home, except at school, before she went to Berlin, where she remained less than seven months, learning the rudiments of German, Greek, and Hebrew. Before leaving home, apparently, she had had a smattering of Aeschylus through translations, and had read Pope's Homer. On arrival at Berlin, she went at once to a professor of Greek. Greek grammar she worked at without examples, and found it stiff work. She first read the "Apology" of Plato, and thought to herself: "I've found a vein of gold." It took hold of her more than Homer.

On her return from Berlin she studied Greek at Bedford College with Prof. Francis Newman, brother of the Cardinal, perfecting her knowledge of the language, and always feeling greatly indebted to him for his instruction.

She had the strongest love for mathematics. "The differential calculus," she said, "touched the deepest springs in me. It concentrates energy. There is poetry in it. It leads up to the works of God. It allures a girl on to what is wonderful in Nature and beautiful."

It is difficult to understand this feeling of Miss Swanwick with respect to the differential calculus, which, I must confess, inspired me in my youthful days with anything but a feeling of poetry. But it may be explained by the fact, as I have been told on the testimony of Mr. Gladstone himself, that it was only when he got into the higher mathematics that he took any interest in the subject.

"In this scientific age," she said, "poetry and science are complements, one to the other. In older days in this country there was an intense love of poetry, an enthusiasm for it. Old ladies would say that Milton and Cowper had been their education. What girls do, let them do for the love of it, not as mere work, but as joy. People do not consider what an important thing conversation is. Talking comes next after breathing. Consider the amount of time spent in conversation. Let people, then, think of conversation as an art, or rather as a power, to be practised; and let women remember the power they have to give a tone to it."

She translated "Faust." Also, as I have said, she translated the plays of Aeschylus; and it came about in this way. She was invited by Bunsen to dinner. She had not known him before. He took her into his study and said: "I want you to translate the Greek dramas." But for this encouragement she would not have had the courage to attempt it; so great was the veneration with which she looked up to Greek.

But there was another side to her character which must be touched upon. "I have put very much of my life into teaching classes of young men," she said. "I did it for years." In fact, the philanthropic side of her—to use a much-abused word—was cultivated as much as the intellectual. She insisted upon the important truth that philanthropy, to be of any good, must be based upon the cultivation of the mind; that, to deal with classes of working men and boys, mental effort, study is necessary—reading and digesting what is taught, if it is to interest youths and young persons. She said that women have a power over boys, rough youths, more than men have. She spoke of the incalculable good that may be done by contact of mind with mind. Working women, she said, crave for something higher and better. One evening, in London, in November, on a foggy night, when tar-barrels were lighted in the streets, she held her class as usual in Ormond Street. Fifteen or sixteen women came to her class from considerable distances. "They got what they wanted." She had a class of nineteen young women from shops in Tottenham Court Road. She taught them English literature and history. A poor married woman came one day with a perambulator—"I've come a long way to thank you for teaching me English poetry."

Boys, too, she said, have a love of good poetry. One of them, to whom she had read "Ring out, wild bells!" from "In Memoriam," said to her: "Why, this, ma'am, is the beautifullest thing you have brought yet!"

Miss Swanwick was a lover of music. One day I had just been to the "Messiah" at the Handel Festival. I said how I had been struck with the power of the individual voice on the one hand and with the power of the chorus on the other—how, when Albani sang in the solo "And He will give you rest," the audience of thirteen thousand people hung on her lips—how again in the "Hallelujah Chorus" the power of the multitude of voices harmonized into one made itself felt. I reminded her how that once, when Handel was asked about the composition of the "Hallelujah Chorus," he answered: "I felt as if the Heaven had opened and I had seen the great God." I asked her which she thought had the higher gift in its effect upon others—a great orator or a great composer. Obviously, she gave the palm to the great composer as at once a creator and an interpreter—"Pictures fade; but music lives for ever, and grows and grows in more perfect interpretation as the musical faculty is more and more educated. Music expresses, appeals to, something higher than our philosophy dreams of. It is the truest expression of transcendental feelings. It appeals to the highest and deepest element in human nature." What a power, she added, music might be in this country! If only the Albert Hall could be opened for good music to the poor on Good Fridays! A working man, after hearing good sacred music, said: "After hearing that I do not care to enter a music hall again." "If our people were accustomed to good music, and to sacred music, what would it not do? Our people are said to be non-religious; but stir up in them a religious feeling through music." It was the opinion, I may add, of the late Mme. Bunsen that in capacity for appreciation of music the English people are scarcely second even to the Germans.

I append a short appreciation of Miss Swanwick, which has been written by a friend of mine (the Hon. Mrs. Bernard James) to whose first visit I have alluded:—

I shall always be glad that I knew Miss Swanwick. I was only a girl, and I had heard much of her learning, her writings, and her work for the better education of women, and when an old friend of hers most kindly took me to see her for the first time I confess I felt somewhat overawed and diffident. But her first words of warm welcome, and her gracious kindly manner, at once banished all shyness, and I was soon absorbed in the charm of her conversation. She looked such a tiny frail little figure, and yet so full of dignity, and she had the brightest, keenest, kindest eyes I have ever seen, which lighted up her whole face with a radiant look of sympathy and enthusiasm.

She belonged to an older world, and she kept to the old-fashioned dress and furniture of her youth. I remember, we sat perched upon the high straight-backed sofa with our feet on the high embroidered footstools of sixty years ago; but one felt she was as young in heart and in interests as a girl; that she was one of the women who would never lose their sympathy with the newer generation and their aspirations and ideals.

There was no waste of time with conventional talk. She was soon deep in some interesting subject. She loved to talk of poetry and her favourite poets, and would quote Byron, Dante, or Aeschylus in illustration. I remember vividly her telling us one day of her own girlhood, and her thirst for knowledge, and the difficulties she had in finding a teacher, or any opportunity for real study, just because she was a girl. She must have had wonderful perseverance, for she gradually overcame all obstacles, and learnt mathematics. Then, going to Germany, with a friend, she succeeded in learning Greek, although it meant learning German first in order to understand her professor. Her labour was rewarded by the great enjoyment she found in reading and translating the Greek dramatists, and her face would glow with enthusiasm when speaking of their works, or of those of the great Italian poets with whom she seemed equally familiar.

She liked to tell how Mr. Gladstone (with whom she was at one time very intimate, often attending his breakfast parties) once asked her which she admired most—the "Inferno," the "Purgatorio," or the "Paradiso" of Dante; and how, when she answered: "the 'Paradiso,'" he exclaimed: "Then you are a true lover of Dante. I always know who really cares for Dante by their answer to that question."

There was a great charm about her conversation, and she always spoke in beautiful simple language, choosing the right word unfliningly. And, though delicate in health and confined entirely to the house during the winter months, she seemed always happy and joyful, finding pleasure in every little thing, whether the flowers that were sent her, or the visits of her friends, or some book which appealed to her sympathies.

I think that every one who came in contact with her must have been charmed and impressed, as I was, by her perfect simplicity and dignity, and by the wide sympathies which her learning had brought her.

CORRESPONDENCE.

HEAD MISTRESSES ON CO-EDUCATION.

To the Editor of The Journal of Education.

DEAR SIR,—The report of the Head Mistresses' Conference is always interesting reading to assistant mistresses as an indication of the attitude taken by the heads of our girls' schools, as a body, on current educational questions: we see what projects have their approval and what systems they condemn. At the last Conference co-education was unanimously condemned for children over ten, and only grudgingly allowed for children under that age. Such a decision must be of great interest to those, like myself, who are teaching boys and girls together.

Co-education is, of course, a debatable question; but, if such vague, general, and in some cases unmeaning, statements as were put forward by the proposer of the second part of the motion are accepted without discussion, it would seem that the Association had not entered seriously into the question. It would be interesting to know on what authority Miss Benger made her statement that "mistresses who had worked in dual schools all agreed that co-education was good for boys, but that girls suffered." Has a census of opinion been taken? If so, my colleagues and I have not heard of it, and would like to have had an opportunity of registering our views, instead of finding ourselves swept into a general statement. Surely, too, the strain of the "extra hour's work," so pernicious for the girls, though of no danger to the boys, entirely depends upon the amount of school work which has gone before. I confess to not understanding what is meant by the sentence: "Too long hours of science and active work such as appealed to boys were not good for girls, on account of the long standing and strain." Long standing and strain are not good for either boys or girls, and I have heard complaints from boys of the "too long hours of science" which they are here said to like.

What is "active work"? May we ask these eminent authorities for a definition? As to the questions in history and Scripture which the girls would not be willing to ask either their home people or in the presence of boys, I should think they had better remain unasked.

But none of these wide statements can compare for unsubstantial evidence and lack of proof with the one that certain subjects are suited to girls and others to boys. Now that the Universities are open to women, and they are found reading almost every subject in the University syllabus, it seems a decided step backward in woman's education to attempt to classify the subjects according to sex.

It is very disappointing to younger members of the profession who look to the heads of our schools for help and guidance to find such an important subject as co-education condemned on such feeble arguments.—I am, dear Sir, yours faithfully,

ELIZABETH NEEDHAM (M.A. Victoria).

7 Moorland Road, Didsbury, July 17, 1905.

PROF. SADLER'S HAMPSHIRE REPORT.

To the Editor of The Journal of Education.

DEAR SIR,—I see that you purpose dealing fully with Prof. Sadler's Report on Secondary Education in Hampshire next month. As I have no doubt that it is your desire that private schools which have proved themselves efficient should receive at least bare justice, and should not be ruthlessly crushed out of existence, I beg permission to lay the following case before you.

When Prof. Sadler and Mr. Holland visited Aldershot on June 6, 1904, the latter thoroughly inspected this school, and spoke in terms of praise of all he saw, and gave me to understand that he would give it a very favourable report. A meeting of members of the Local Education Committee was called in the evening to meet Dr. Sadler, who then told me that my work in Aldershot would be recognized. He also inquired whether any girls from Aldershot attended the Girls' Grammar School at Farnham, and was told that, as far as any one there knew, there were none. I have made many enquiries since, but cannot hear of any who do so. In his Report Prof. Sadler has either absolutely ignored this school, or has described it as a preparatory school for children who will be sent later to boarding schools with a view of continuing their secondary education up to eighteen or nineteen. He adds: "Those boys and girls resident in Aldershot who desire a secondary education up to the age of sixteen can conveniently continue to go to the secondary schools at Farnham. There are also other secondary schools within reach."

The following facts prove that this school can and does educate girls up to eighteen or nineteen years of age as efficiently as any school in the country:—(1) It is recognized by the Board of Education for the purposes of Regulations 3 (3) and 4. (2) I am a registered secondary teacher. (3) On the form which was sent me to fill in for Prof. Sadler's information, it was stated that pupils over eighteen years of age were then attending the school. (4) On that form it was also stated that the school prepared pupils for the Universities as well as for business and home life; and Mr. Holland, after inspecting the school, said this was a perfectly fair statement. (5) In January, 1904, four of my pupils sat for the London University Matriculation Examination, which they all passed, two of them being placed in the First Division. (6) The previous year pupils from this school secured three out of the ten First Class Honours gained by girls at the College of Preceptors' Examination, and one of them was awarded one of the prizes offered by that college for the highest marks in English subjects. Two First Class Pass Certificates were also gained at the same time (*Journal of Education*, February, 1903). (7) Other successes include Senior Cambridge Local; Board of Education First Class in Drawing, Mathematics, and Mechanics; Associated Board of R.A.M. and R.C.M. Local Centre, Advanced Grade, and Trinity College of Music Senior Honours for Pianoforte playing. (8) The school has its own magazine (a copy of which I am sending for your inspection), library, and museum. Are these results which could be obtained by a preparatory school which could not educate pupils even up to the age of sixteen?

If this extraordinary misrepresentation of facts had been made verbally, it would have been very damaging to this school; but to have it printed and sent broadcast throughout the country must do it incalculable injury, and I trust that in the name of justice and fair play, to which Prof. Sadler theoretically attaches some importance in his Report, you will give publicity to the true facts of the case.

I wrote to Mr. Holland to point out the injustice done to this school, and to ask what steps would be taken to rectify it. His reply was evasive and unsatisfactory. I enclose a copy of my letter and also one of his reply. The difficulties to which I allude are (1) lack of funds, which I believe is a difficulty experienced by every private day school that does good work and wishes to do better; (2) the attractions offered by the Roman Catholic Convent School at Farnborough, and its branch establishment recently opened at Aldershot, which a great number of Protestant parents find irresistible, and which no private school could possibly give at the fees charged. Among these attractions may be mentioned carriages which are regularly sent to fetch the pupils and to convey them back to their homes. I presume that it is to these schools that Prof. Sadler alludes as the "other secondary schools within reach." Apologizing for troubling you with this long letter.—Yours faithfully,

E. HEYGATE.

Girls' Collegiate School, Aldershot,
July 15, 1905.

COLONIAL AND FOREIGN NOTES.

FRANCE.

Perhaps our readers are not aware of the number of schools modelled on Abbotsholme and Bedales that have sprung into existence. Germany has "Die deutschen Land-Erziehungsheime," founded by Dr. Lietz at Ilsenburg in the Harz, and similar homes for girls at Stolpe near Berlin. In Switzerland there is "Das schweizerische Land-Erziehungsheim," which has been established at Glarisegg, on Lake Constance, as an offshoot from Dr. Lietz's institution, as well as the "Institut Grünau," near Berne. Austria can point to "Das Paedagogium" at Freiwaldau, in Austrian Silesia. In France the movement in favour of "New Schools" was started by M. Demolins in 1899. To the five such

schools already at work—one of which has been described in these columns—is now being added a sixth, "L'Ecole d'Aquitaine," in the department of Charente. The fees have been fixed at a somewhat lower rate than elsewhere, so that the citizens of Bordeaux and the neighbouring towns may have available for their boys the free life and healthy training of a country school organized according to the new system.

Once more the claims of the phonograph to be received as an auxiliary to instruction, especially in modern languages, are being urged. We have already related what is expected from it at Grenoble. Yet,

The Phonograph as Teacher.

truth to tell, the pretensions made for it serve in France chiefly to call forth pleasantries. "It would put the teacher out of office. But, no; he might be employed to make the gesticulations while the instrument gave the oral lesson." We take occasion to touch on a point that is often overlooked. The sounds that a child produces are imitated, and his voice is formed unconsciously on the voices of those about him. The hideous parody of the human voice that issues from a phonograph would in this respect be detrimental to him, just as is a harsh-voiced teacher. The voice, however, is fashioned by the totality of what is heard, and an occasional ill sound is not of great consequence. We do not suggest that teachers should be appointed for the sweetness of their utterance any more than that the phonograph should be absolutely excluded from the class-room if it be found to be of practical use—a matter on which we express no opinion. Yet we would bring up a child, so far as possible, amid sounds as well as sights of beauty.

Of recent Ministerial decrees, one has reference to members of the suppressed religious societies; those of them who have not found employment and are in need are entitled either to a pension (in so far as the liquidation of the property of the societies allows it) or to admission to a house of retreat. Another fixes the reduction of fees to be made when several children (boys or girls) are attending a *lycée* at the same time. The reduction applies to payments made for boarders, half boarders, or non-resident pupils, and is at the rate of 12½ per cent. for each child. We know that some English schools make such reductions. But, in any case, the French parent has an advantage over the English; for, if he has, for example, one boy attending a *lycée* for boys and two girls at a *lycée* for girls, he is rated for reduction as having three children at school. Reductions for the sons of schoolmasters, common abroad, are, we think, rare in England. Yet the teacher, poorly remunerated and giving his strength to educate the children of others, would seem to be entitled to no less consideration than the prolific father.

GERMANY.

A small thing, but interesting in the world of small things. It has been the custom in Hessen that imperfectly done exercises should be taken home by the pupil for signature, so that the shortcoming may be known to the parent. The Ministry now declares that the practice, whilst its value in assisting the progress of the learner is doubtful, often leads to the forging of names and to other misdeeds; and that it is accordingly to be abolished. The parent must be notified of punishments inflicted on his child; but this, again, must be done by post or through the school porter, in order that no temptation be given to suppress the notice. We recommend the changes to the consideration of our readers. Writing of them, we are led to touch on the one great advantage that German schools possess over English. If a boy does not reach a certain standard, he has to do two years' military service, instead of serving as a volunteer for one. Fear of the extra cost so involved generally suffices to win the co-operation of the parent for the teacher, and boys are kept at school until they gain the required certificate, not removed capriciously at any age. In England an excellent jest-book could be made up of the reasons assigned for taking children from school.

Oberlehrer Petzoldt, of Spandau, is the advocate of special schools for boys of genius or conspicuous ability. He estimates that in every class there are 10 per cent. of such boys, 70 to 75 per cent. being of ordinary capacity, and 15 to 20 per cent. intellectually weak. The teacher naturally endeavours to make as many of his pupils as possible ready for promotion to a higher class. He therefore addresses himself to those below the average, leaving the brightest with their powers not fully exerted. By a psychological analysis, Herr Petzoldt arrives at the conclusion that a separate pedagogic treatment of the abnormally gifted would be fruitful of results. As to the cost of providing the new schools, he holds that, if instruction in secondary schools were cut down, as the hygienists recommend, from five hours a day to four, no extra burden need be laid on the State. The geniuses would complete the work of *Prima* in *Untersecunda*. Then, in the three upper classes—*Obersecunda*, *Unterprima*, and *Oberprima*—when they were fifteen to eighteen years of age, they would devote one or two hours a day to the subjects of general education, the other two or three to some

particular branch of art or science, each choosing that suited to his natural bent. In this way Herr Petzoldt would hope to produce a body of men capable of high achievement for the State. On the other hand, he might haply find his school of geniuses prove to be a school of prigs. Moreover, real genius, as distinct from great talent, is wont to find its expression without special schooling or the fostering care of the State.

The Prussian Schemes of Instruction, kindly sent us by a correspondent, supply some of that accurate information which is more useful to the teacher than vague accounts of foreign institutions. Let us, aided by them, consider how Prussia deals with Greek in the school. The aim proposed for the study is *literary*. It is intended to give the learner an acquaintance (based on a sufficient knowledge of the language) with some of the masterpieces of Greek literature, and, through the literature, to introduce him to the life and spirit of the ancient Greek people. In *Untertertia*—or, let us say, Lower Third—the matter studied (six hours a week) is the accidence of the Attic dialect to the end of regular verbs in *-ω*, the chief rules of syntax also being impressed in connexion with the book read, which is a “reader” made up of extracts from *saga* and history. *Viva voce* and, once a week, written exercises of translation into Greek are done, these again being connected as far as possible with the reader. In *Upper Third* (six hours a week is the time allotted to Greek in every form) takes up the verbs in *-μ* and the most important irregular verbs of the Attic dialect, with syntax and exercises as before. Read is first the reader, then the “Anabasis” of Xenophon. Translation at sight is begun even at this early stage, and, to make it possible, the boy must all the time be committing words to memory. In *Lower Second* four of the six hours are assigned to reading, the books read being the “Anabasis” or “Hellenica” of Xenophon and the “Odyssey” of Homer. Homer is prepared at first in form and with the assistance of the teacher; dialectic peculiarities are explained and impressed as they occur. Suitable passages are learned by rote. Translation at sight is continued in this and, of course, in the following forms. For the other two hours the subject is grammar and, in particular, syntax systematically studied—the syntax of the noun substantive and the most necessary rules of mood and tense construction. Short written translations into Greek are made, usually in form, once a week. In *Upper Second* the systematic study of grammar is completed. One hour a week must suffice for the full learning of mood and tense construction and of the laws of the infinitive and the participle. The five hours remaining go to translation. Homer and Herodotus and other suitable prose writers are read. But boys are not required to learn systematically the Ionic dialect or to transform Herodotus into Attic. Every fortnight written translations, alternately Greek into German and German into Greek, are made, as a rule, in form. As before, the committing of passages and words (often words and phrases dictated by the teacher) to memory finds a place. In *Lower and Upper First*, whilst the rules of grammar are repeated when needful, the work lies almost wholly in translation, at sight or after preparation, written or *viva voce*, from Greek into German or from German into Greek. The list of authors taken up runs thus:—The “Iliad” of Homer, Sophocles (also Euripides), and Plato; along with these Thucydides, Demosthenes, and other prose valuable for the subject-matter; suitable extracts from the lyric poets.

The gain of time that comes from the absence of verse composition will be obvious to English teachers. We remark further that the spirit in which prose composition is pursued is this. The end sought is not elegance in imitating ancient authors, but such a mastery of the Greek language as is necessary for the understanding of Greek literature. The composition exercises done by German boys which we have seen impressed us as poor and wooden stuff. As to the result obtained from six hours' work a week for six full school-years, is the average pupil of the *Gymnasium* able at the end of his course to read Greek at sight? We can only say that we have heard on good authority that he is not. But our business is rather to provide suggestions for our readers than to criticize neighbouring States. The attitude of this journal—no more hostile to Greek than to the solar system—towards Greek as a school subject is well known. In the Prussian scheme we would call attention to the order in which the books are read. We trust that there are no English schools left in which boys of fourteen study mixed lyric extracts, and that there are none in which Homer is begun before a knowledge of the Attic dialect has been tolerably well fixed. Even misdoing should be done *secundum artem*.

SWITZERLAND.

The first condition of successful education is a healthy subject to operate on. And those who would further the education of the people see daily more and more clearly that their first aim must be physical succour and defence for the child. In this conviction two philanthropists have placed 2,000 francs at the disposal of the Legal Faculty in the University of Zürich to be given for the best two essays on “The Protection of

Children.” Papers may be written in French, German, English, or Italian. They must be sent in by July 1, 1906.

Nor is it only in the case of young children and in the poorest class that the body must be protected and cared for. Rector Flatt, of Bâle, and Dr. Spühler, of Zürich, presented to the sixth annual meeting of the Swiss Society of Scholastic Hygiene their theses on the subject of physical education during the period of adolescence:—

(1) The physical education of a young man or a young woman is not ended when the school is quitted. The heart and the lungs, the complete development of which is threatened by the confined air of factories and workshops, as well as the muscles, still require to be subjected to influences favourable to growth. (2) In order that an immature human being may ripen to an adult governing himself with firm will, well chosen physical exercises, used with moderation, are necessary. *Both sexes alike* must take part in such exercises. (3) Having regard to the value and importance of physical training during adolescence, the State should promote it vigorously. (4) Physical education deserves more serious attention in higher schools. It is recommended that three hours a week should be allotted to gymnastics, one of them to exercises chosen by the pupil himself; that instruction in shooting should be elaborated and find a regular place in the curriculum; lastly, that *part of the teaching now done in class-rooms should be given out of doors*, and frequent excursions for practical studies reinforce the work in geography, natural science, and mathematics. (5) Every means should be taken to make the high utility of physical exercises known. (6) The young ought to be constrained to pursue the training of the body from the time of leaving school to that of entering the regiment, and every year to show the measure of their physical capacity by submitting themselves to an examination.

UNITED STATES.

Should women teachers be allowed to marry? We answer without hesitation—Yes; and to teach their husbands if they can. In America, or at least in the State of

Married Teachers.

New York, the uncertainty that long prevailed on the subject has been dispelled. The New York Court of Appeals has rendered an adverse decision against the rule of discharging women teachers who marry. The occasion of the Court's decision was a case growing out of a by-law of the Brooklyn School Board. This by-law provided that, “should a female principal, head of department, or teacher marry, her place shall thereupon become vacant, but her marriage shall not operate as a bar to her reappointment should it be deemed to the best interests of the school to retain her services.” The Lower Court sustained the reasonableness of the law. In an appeal, however, to the Court of Appeals, it was held that there was no authority in the School Board to make or enforce any law at all on the subject. The Court further held that the power of the School Board to remove a teacher was limited by the charter to cases of gross misconduct, insubordination, neglect of duty, or general inefficiency.

According to estimates that have been prepared 3,900 professors in

Distribution of the Carnegie Fund.

ninety-three institutions will eventually be benefited by Mr. Carnegie's gift of 10,000,000 dollars. At the present time these professors each receive about 2,000 dollars a year as salary. It is Mr. Carnegie's wish that the fund shall supply half-pay pensions, but they must not exceed 2,400 dollars. As we have already indicated, we are pleased that higher teachers should receive this windfall. But—it may be wrong of us—we cannot shut our eyes to the desire that is shown to interest a large number of people in the bonds of the Steel Corporation.

INDIA.

The editor of *Indian Education* comments in a note on the subject of lectures. At Cambridge one or two lectures a day used to be deemed sufficient, we think, for

Honours men who were reading with private tutors. The Oxford undergraduate, says the Indian editor, is rarely expected to go to more than twelve or fifteen in the week, and seldom does he attend three in succession. “Far different is the fate of the undergraduate in this country. Social habits and customs are probably responsible for the fixing of the hours of college work between 11 a.m. and 4 p.m., that is, during the five hottest hours of the day. The fact that all Indian colleges are wholly or mainly non-residential makes it almost inevitable that college work shall be condensed into one continuous period, for the students, and, in many cases, the professors, too, live at some distance from their college. Daily, therefore, for five days in succession, and, in many cases, on Saturdays also (though that is usually only half-day), the student listens, or pretends to listen, during five successive hours to the words of wisdom which fall from the lips of professor and lecturer. It was stated before the Indian Universities Commission that a student at a Scottish University might obtain his degree after attending some seven hundred lectures, while the Indian student, if he keeps full terms and passes

in four years, attends about three thousand. Twenty-five lectures per week is the number a fourth-year student is expected to attend at the Presidency Colleges of Madras and Bombay. At Calcutta and Allahabad they seem to be content with less, though it is stated that a student of the Muir Central College, Allahabad, who took up English, mathematics, and science would have thirty-six lectures a week to attend."

A University education cannot be got from lectures, the proper object of which is to direct and reinforce private study. The value of them depends on the lectured and on the lecturer. Some students appear to be impervious to instruction in this form. On the other hand, there are lecturers three thousand discourses from whom would lead not to a degree, but to the grave. Assuming, however, that students and teachers are of an average quality, we agree that the young Indian is over-lectured. It is a matter to which the attention of the University authorities may fitly be called.

The same editor has also some just remarks on the subject of an age limit for Matriculation. The paragraph is so good that we quote it at length. "In the framing of regulations for the Allahabad University, the question of fixing a minimum age for candidates for the Matriculation was hotly debated. To our mind, there should be no doubt that it is most desirable. The main argument against it is that it fixes a purely external arbitrary test in place of a real and subjective test of fitness. It is urged that the development of the human intellect proceeds on no fixed rule, and cannot be regulated by artificial limitations; that one boy may be fit for University education at fourteen and another at sixteen years of age. To this we answer that the age at which the boy develops into the man is fairly well defined by Nature herself, and that it is the duty of those who control the education of a people to see that the task intended for the matured intellect is not undertaken till maturity is clearly attained. Premature development is more rare than normal and tardy development, and a University must legislate for the majority. It is customary to sneer at English Universities as retaining the customs of the Middle Ages; but those who demand that youths shall be admitted to the University regardless of age are returning to one of the worst features of the mediæval 'schools.' Almost every foreign University has an age limit. Granting that in India development is earlier than in Europe, regard is paid to that consideration in fixing the minimum age at sixteen; for in Europe it is seldom that the undergraduate is under eighteen at the beginning of his career. Moreover, the dangers of admitting youths of too tender age to the University are infinitely greater than the evil or hardships involved in keeping back a student for one or two years. It is too often assumed that such delay is a hindrance to development. But development is not necessarily hindered because a boy is kept at school a year or two longer, and in very many cases it is ultimately accelerated. On the other hand, the growth of the mind may be permanently impaired if it is prematurely presented with problems of thought which are only capable of being solved by fully developed mental activity. Physical development must also be taken into consideration, and there are, too, moral dangers in college life to which it is most unwise to expose tender age. These last are things which are apt to be forgotten by those who are eager to enable the poor student to earn a livelihood for himself and his family at the earliest possible moment."

NEW ZEALAND.

Mr. Seddon has said many wise things and some things less wise.

The old Weakness.

Among the former must be put his admission that, taking into account the responsibility that is cast on teachers and the necessity that there is for them to be fully equipped for their task, the salaries paid both to men and to women are inadequate. Mr. J. A. Valentine, in an address to the South Canterbury Branch of the New Zealand Educational Institute, set forth clearly the state of affairs. He quoted the tables from the Wellington Board's Report, and added from other sources statistics leading to the same conclusions. In 1903, nearly 85 per cent. of the head teachers were receiving a less rate of pay than a bricklayer, an engineer, a tailor, or a plumber. But this is not all; an artisan's or shopman's work is done at 5 or 6 p.m.; a teacher must work on far into the night. He must maintain a growing library, expend a larger proportion of his income on dress, devote his leisure time to going to school himself, learn to accept the same (or less) wages as his experience increases and his work is added to, suffer galling injustice from circumstances beyond his control (such as falling attendance rate), and face an old age for which he has been able to make little or no provision. No wonder that, in spite of the "glamour of the long vacation and clean hands," the youth of the colony are entering the profession in steadily diminishing numbers.

We make no apology for returning so often to this theme. We do so by way of making, in quite humble wise, our contribution to imperialism. If children are to be taught, their teachers must be paid. An uneducated Empire were not worth the having, and would prove ultimately incapable of expansion or even of defending its borders.

JOTTINGS.

THOUGH we fear it is rather late in the day, we gladly insert an appeal from the Warden of the Robert Browning Settlement on behalf of the Walworth Holiday School: "We want teachers, play-leaders, story-tellers, accompanists, and guides." Last year an average of 231 children of the poorest classes attended for a month. In the mornings there were classes in musical drill, singing, manual instruction, &c. In the afternoons there were visits to the Newington Baths, where swimming was taught, and to Tooting Common, where the rudiments of Nature study were implanted. This year the L.C.C. has granted the free use of the Sandford Road Schools. Helpers are requested to communicate with the Head of the Holiday School, Miss Edith Lancaster, Browning Hall, Walworth, S.E.

THE ARCHBISHOP OF CANTERBURY has started a scheme by which boys at public schools with a vocation for missionary work, but unable through lack of means to take a degree, may be provided with exhibitions at Oxford or Cambridge. Ten such exhibitioners have already been appointed, and will commence residence in October.

PROF. ALFRED MARSHALL, in an able leaflet (apparently not published), sets forth the aims and scope of the Cambridge Tripos in Economics. "Economic and social history is no longer national, but international." Other countries have learnt of England, who was first in the commercial race; but now England is handicapped by her insularity. It is hoped that the Economic Tripos will help to remove this reproach from England while it provides a truly liberal education.

MR. BURCH, the Principal of Norham Hall, Oxford, issues an attractive autumn programme of Lectures and Classes in English for Foreign Women Students. Prof. Raleigh gives a course of lectures on Shakespeare, and Miss Lee one on "The English Novel of the Nineteenth Century." Mr. de Séincourt, the editor of "Keats's Poems," has not yet announced his subject. The term is from September 27 to December 19.

WE have received the first number of the *Braille Weekly*, a newspaper for the blind, containing 16 pages, royal 4to, price 1d.

THE Council of the Royal Meteorological Society have appointed a lecturer who, for a moderate fee, will deliver lectures to schools and other institutions, illustrated by lantern slides, of which the Society has a large collection. For particulars, apply to Assistant Secretary, R.M.S., 70 Victoria Street, S.W.

"ABER" asks which is the best French-English Dictionary for a literary student reading (say) for the London B.A. We can only state for what it is worth our personal practice: first the larger Gasc, then Hatzfeld and Darmesteter, and, failing that, Littré.

WE have received an advertisement, "with prayer of insertion," of the Fourth International Congress of Public and Private Assistance, to be held at Milan from May 23 to 27, 1906, in connexion with the Simphon International Exhibition. The Congress is to be followed by an excursion to the chief cities of Italy with reduced railway fares. The subscription for membership is fixed at 20 fr., and should be forwarded to the Treasurer, Palazzo Municipale, Milan. Might we suggest that Mr. C. S. Loch or Sir W. J. Collins, who form the English Committee, should have an eye to the English of the advertisements issued—e.g., "The Board is now inciting for adhesions as they wish to address," &c.?

WE can guarantee the following as genuine howlers in a recently set French unseen, though the version is a *canto* of four distinct scripts. The average age of the candidates was eighteen:—

[Mets] "Les pêches que recouvre un velours vierge encor,
Et les lourds raisins bleus mêlés aux raisins d'or.
Que le pain bien coupé remplisse les corbeilles.
Rapprochons les volets, faisons presque la nuit."

—"Let a gentle maiden cover up the fish and heavy Valentin raisons mixed with Sultanas, and then feed the crows with lots of bread crumbs. Let us approach the birdhouses and pretend that it is night."

EXTRACT from letter of a foreign gentleman seeking a scholastic appointment in England: "Scarcely had two years glided over my head when the defuncts of my dear parents put rancour into the vessel of my peace, with no one but an uncle left to solace me and afford me a mordicum of arm."

SIR CHARLES WALPOLE enters an indignant protest against the new County Council School at Bagshot: "Its central hall, 70 feet long,

26 feet wide, and 20 feet high, is fit for a school of young dukes, and its spacious class-rooms are better than many of those at Eton, Harrow, and Winchester." We welcome such a testimony to the liberality of the Surrey County Council, but to say that the class-rooms at Bagshot are better than some of the class-rooms at our great public schools is not very high praise.

AMONG press notices of his "Secrets of Beauty, &c.," Prof. Layanard prints the following:—"L'Ami du Clerge."—Ce volume est un outrage de vulgarisation d'une valeur peu commune et qui mérite toute-à-fait d'être signalé." The ages of his thirty modern centenarians range from 115 to 185; so that, if he follows his own precepts, he has ample time before him to learn French.

DR. JOSEPH WOOD writes to Lord Meath, informing him, as Chairman of the Lads' Drill Association, that every boy at Harrow has to learn to handle a rifle and to pass a standard in shooting. He adds that this new departure neither interferes with work, nor spoils cricket or football, nor encourages the military spirit.

IN the June Matriculation Examination of the University of London 1,394 candidates passed, besides those who took the School Examination, Matriculation standard. 306 were placed in the First Division, of whom 66 are women.

THE REV. H. W. MCKENZIE, second master of Durham School, has been appointed to the Head Mastership, in succession to the Rev. A. E. Hillard.

LADY ST. HELIER has founded at Harrow two prizes for English Literature, of the annual value of £20 and £5 respectively, in honour of her late husband. F. H. Jeune was at Harrow from 1856 to 1861, and was head boy in the Head Master's house under both Dr. Vaughan and Dr. Butler.

THE Modern Language Association has found it necessary to warn its members that it has no connexion with the Société Littéraire. It has further discovered that the Chairman of this learned society, "Roland Weldon," is a fictitious person or a pseudonym.

"WE spend a vast amount too much on elementary education, and a vast amount too little on secondary education."—So Sir Henry Hibbert, the Chairman of the Lancashire Education Committee. With the latter half of the apophthegm all our readers will agree. How Sir Henry would make out the first half is not apparent from the condensed report of his speech. A large proportion of the eight or ten millions is wanted because children leave school too early, and then loaf instead of attending evening classes. Agreed; but, surely, to raise the leaving age to fourteen, and make evening schools compulsory from fourteen to sixteen, would cost the ratepayer more, though doubtless in the long run it would prove a first-rate investment.

THE President of the Board of Education has appointed Mr. Arthur Christopher Benson, late an assistant master at Eton College, to be a member of the Consultative Committee *vice* the Rev. Canon the Hon. Edward Lyttelton, who has resigned his membership upon his appointment as Head Master of Eton.

UNIVERSITIES AND SCHOOLS.

BEDFORD COLLEGE FOR WOMEN.

The Council held a reception on Wednesday, July 19, to which were invited the foreign teachers attending the holiday course arranged by the University of London. Teachers from Austria (6), Denmark (14), Finland (3), France (10), Germany (40), Holland (8), Italy (1), Japan (2), Norway (1), Russia (2), Sweden (17), Switzerland (3) were present and were received by the following members of College:—Mrs. James Bryce, Mrs. Ayrton, and Mrs. Waller. The College libraries and laboratories were thrown open. A musical entertainment was preceded by a short speech of welcome by Miss Henrietta Busk in the name of the Council. About two hundred guests were present, and the following legations were represented—Japan, Portugal, China; and letters of regret at absence were received from many foreign embassies, legations, and diplomatic agencies.

The Council have appointed Miss Anna Lamberg, Final Honours Upsala, to be resident Librarian. The Reid Scholarship in Arts, of the value of £31. 10s. for the first year and £28. 10s. for the two following years, has been awarded to Miss K. M. Curtis, of the North London Collegiate School, and the Arnott Scholarship in Science, of the value of

£48 for three years, has been awarded to Miss E. M. Stokes, of Dame Alice Owen's Girls' School. The Council offer a scholarship of £20 for one year for the course of secondary training beginning in October, 1905. The scholarship will be awarded to the best candidate holding a degree or its equivalent in Arts or Science. Applications should reach the Head of the Training Department not later than September 18.

The Bedford College Hygiene Diploma has been awarded to H. Bideleux, S. M. Houchen, M. Neatby, M. Sheepshanks, and M. A. M. Stacy.

KING'S COLLEGE, WOMEN'S DEPARTMENT.

Miss Soltau, late Office Secretary of the National Union of Women Workers, has been appointed to the joint offices of Accountant and Librarian. The Library has received a grant of £50 from the Treasury Funds. A new Zoological Laboratory will be constructed and equipped before the opening of the coming session, and the Botanical Laboratory will be enlarged.

Miss M. E. Nowell has obtained a Second Class in the Oxford Final Honour School of English Language and Literature. 20 students have passed the special Intermediate Arts Examination of the University of London; 8 have been referred in one subject only. 5 students have passed the special Intermediate Science Examination; 2 have been referred in one subject only.

The following have been recommended for the Associateship of King's College:—Faculty of Arts: Misses Locock, Scarlett, Sanderson, Nowell, Houston, B.A. (Honours). Faculty of Science: Miss Haynes, B.Sc. (Honours); Miss Fraser, B.Sc. (Honours). The following scholarships and prizes have been awarded to students of this Department:—Inglis Scholarship: English, G. M. Harcourt-Smith; History, E. T. Sparrow. Fine Art: Landscape, T. W. Dalgleish; Figure, T. Wylde. Stephen Essay, M. D. Belgrave; Early English Text Society, M. E. Nowell; Brewer (History), L. B. Meyer; Crawshaw Essay, G. M. Harcourt-Smith; Carter (Botany), L. M. Jehu.

Miss Fraser, B.Sc., A.K.C., has been appointed Demonstrator in Botany at the Royal Holloway College; Miss Haynes, B.Sc., A.K.C., senior science mistress at the Dame Alice Owen School, Islington; Miss Sanderson, A.K.C. (Oxford Honour School of English Language and Literature), literature and form mistress at Leinster House School.

OXFORD.

The first duty of your correspondent is to make a public apology for his inability to write his customary letter for the July *Journal of Education*. The pressure of the Summer Term (with the academic duties unabated and the "functions," visits, and other private duties, largely increased) is always great, and on this occasion, in spite of efforts, made the task of correspondence impossible.

There was, however (and is still), very little incident to record. The main University legislation is always initiated earlier in the year, and the work of Council and Congregation in what is technically known as the Easter and Trinity Terms (for the Summer Term at Oxford is legally two terms) is mainly confined to gathering up the fragments that remain.

The work of organizing the training of secondary teachers, which was first undertaken by the Delegacy of Local Examinations, was, over two years ago, it may be remembered, transferred to a special new Delegacy appointed for the purpose. This Delegacy has just issued its second report; and, though the school does not grow very rapidly after the first impulse given by the requirement of a training qualification for the Register, nevertheless it still continues to grow, and the report is encouraging. The students last year amounted to 92, consisting of 50 men and 42 women. Of these 63 candidates entered for the examination, which is held twice—in April and September—and 26 men and 16 women passed and obtained the diploma, besides 7 men and 3 women who obtained distinction. The report adds that there is a balance on the year's working of £110, which is particularly satisfactory to those who remember the years when there was a steady deficit, which was met by the bounty of the "Local" Delegacy. It should, however, not be forgotten that the greatest obstacle in the way of growth is the expense to the students. The fees, though not heavy for the work done, are more than many students can afford after the serious cost of a University course to parents of moderate means. It is to be hoped that the Delegacy will do their best to meet this difficulty.

The establishment of special studies leading up, not to a degree, but to a diploma, has been (as your readers will have seen) an interesting growth of recent years at Oxford. Two more such diplomas have been established this term, namely in Anthropology and (as is more fully explained below) in Forestry. The great advantage of this arrangement is that it meets the case (1) of those studies which are too special or restricted in range to be satisfactory avenues to a degree, (2) of those students who have completed their general education (at Oxford or

elsewhere), but wish to reside for a time, for the sake of some special study, and yet most naturally wish to obtain some recognition or evidence that they have pursued that study with profit. It is obvious that this class of students has largely increased in the older Universities of late years. The research degrees, the Rhodes scholarships, the greatly increased communication between seats of learning in England, Europe, and America—all alike suggest and illustrate the new needs, which this is one among many attempts to meet.

A new illustration has been supplied this term from quite a different quarter, which may be briefly reported. The University has been interested to hear that the new policy of the Indian Secretary to transfer the education of the Indian Forestry Students (hitherto taught with the students at Coopers Hill) to the older Universities will be carried into effect at Oxford next October. About a dozen have been selected, and accepted by various colleges; and their studies will include, besides mathematics, surveying, geometrical drawing, and German, also chemistry, geology, forest plants and insects, and the theory and practice of forestry generally. Many of the students will, in future, doubtless be able to take a degree: but meanwhile the University has agreed to establish a Diploma in Forestry, under a statute substantially of the same form as those already adopted for Public Health, Education, Economics, Geography, and Anthropology.

The first batch of students are already part of the way through their course; but in future a new avenue will be open (through Forestry) for Oxford Science students and others, to a branch of the Civil Service, with all its advantages.

The meeting begins on August 4; and the programme was issued by the Delegacy at the end of June. The main idea is to illustrate by a variety of lectures on history, art, and literature the period of the Renaissance and the Reformation. The Delegacy have been unusually fortunate in securing the services of distinguished men from Oxford and elsewhere. The opening address will be given by Mr. James Stuart—whom everybody still calls "Professor," though he resigned his Cambridge Professorship sixteen years ago—and who certainly has more claim than any one to be regarded as the pioneer and founder of University Extension.

As to the lectures, the list contains, among others, the following names:—Literature: Profs. Courthope, Raleigh, Boas, and Churton Collins, Mr. Sidney Lee, Mr. W. L. Courtney, Mr. de Sélincourt, Mr. Belloc, and the Right Hon. G. Wyndham, M.P. History: Mr. Herbert Paul, Mr. Hudson Shaw, Dr. Horton, Mr. I. S. Leadam, Major M. Hume, Mr. Herbert Fisher, Mr. A. L. Smith, Mr. Wells, Mr. Armstrong, Mr. Marriott. Music (of sixteenth century): Dr. Allen, Dr. Vaughan Williams, Mr. Walter Ford. Besides these, there is a section on Economics (Social), where Lord Crewe, Lord Lytton, Prof. Chapman, Mr. C. F. G. Masterman, Mr. Phelps, and Mr. Lees Smith will give lectures. On the Science side there will be lectures by Prof. Case on "Scientific Method" as an operation of the mind, and on the "Development of Scientific Method," by Prof. Gotch.

The special sciences will be treated by the following:—Zoology: Prof. Weldon and Mr. Keeble (Reading College). Physiology: Prof. Sherrington. Psycho-Physics: Mr. MacDougall (Wilde Reader in Experimental Psychology). Archaeology: Prof. Flinders Petrie. Anthropology: Sir R. Temple. And, in addition to these, Dr. Burch, Dr. Eison, and Dr. Roberts will give special lectures; as also Dr. Sweet, who will hold classes in the English language; and Herr Walther, Head of the *Realgymnasium* in Frankfort, will lecture on the Reform of Modern Language Teaching. In illustration of the English literature studies, Peele's "Arraignment of Paris" will be acted in Worcester Gardens by the Mermaid Society. The success of the Meeting seems assured beforehand by such a programme.

Apart from the diplomas mentioned above, there was another statute passed in the Summer Term, which might seem too trivial to mention, but really is a straw showing new currents. The statute simply concerns Responsions, and empowers the examiners to examine candidates

in Latin prose only. Schools, Universities, Board of Education, and Local Authorities alike—we are all to-day awake to the evil of numerous and overlapping examinations, and are all trying to establish what may be called a "clearing-house" system, where an examination in one place may be accepted as equivalent to a similar one in another place. This statute is a step in that direction. The University requires Latin prose, but it can now accept, e.g., the London Matriculation in place of the rest of Responsions, the candidate being only obliged to qualify for Oxford by a single paper in prose.

The *Gazettes* of the last month in the residential academic year usually contain announcements of the vacant Fellowships to be filled up in the autumn. These are naturally of great interest to the residents, particularly to those who have just taken their Final schools. During last June four colleges have given notices of Fellowships as follows:—University College, one in Classics; Merton College, one in Classics; All Souls College, two, in History and Law respectively; Magdalen College, one in Chemistry.

The University has not yet caught the millionaire who is the subject of many dreams and hopes, but it continues to receive most welcome and liberal donations. Such are the recently announced gifts of £500 to the Bodleian from Mr. Watney, of Cornbury Park; of £5,000 from the Goldsmiths' Company in aid of the expenses of the great "English Dictionary"; and we should like to add our recognition of the splendid munificence of Mr. G. W. Palmer, who has endowed the new Reading University College—which has been closely connected with Oxford from its early days—with £50,000.

The following deaths of Oxford men have been reported during June:—Rev. A. S. Farrar, Canon of Durham and Professor of Divinity at Durham University, formerly Fellow of Queen's; Rev. B. Jackson formerly of Exeter College, Prebendary of St. Paul's; Rev. R. E. G. Oakley, by a deplorable accident; Mr. F. K. H. Haselfoot, of the Inner Temple, formerly scholar of University College; and Mr. R. A. Germaine, Recorder of Lichfield, formerly scholar of Brasenose College, and President of the Union in 1878.

Prizes: Green (Moral Philosophy) Prize—R. Mowbray, M.A. (of Brasenose). Diplomas: Geography—W. J. Barton (New), with two Distinctions. Certificates: Geraldine Wooldridge; and F. J. Varley (Oriol).

Pension: voted by Decree to Rev. W. D. Macray (Magdalen), who took his degree in 1848 and has been for many years connected with the MSS. department of the Bodleian. Livings: Rev. W. Baxter (Queen's), to the living of Holme Cultram, in Cambridgeshire. Lectureships: Grinfield Lecturer on the LXX.—Rev. R. H. Charles (Exeter); Taylorian Lecturer in German—Rev. F. L. Armitage (re-elected). Committees: for Economics—F. C. Montague (Oriol), G. H. Wakeling (Brasenose). For Subjects Preliminary to Engineering and Mines—J. S. Haldane, Lecturer in Physiology (New); H. B. Baker, Lees Reader in Chemistry (Christ Church); J. Kirkby (New). For Anthropology (first election)—R. R. Marett (Exeter), J. L. Myres (Christ Church), Prof. Gardner (Lincoln), H. W. Blunt (Christ Church), Prof. Bullock (New), Prof. Vinogradoff (Corpus Christi).

Honorary Degrees: Encaenia Degrees: D.C.L.—Sir F. R. Wingate (Governor-General of Sudan and Sirdar of Egyptian Army), W. Holman Hunt, C. S. Loch (Balliol); D.Sc.—G. H. Darwin, F.R.S., Professor of Astronomy (Cambridge); D.Litt.—P. Sabatier, Prof. Gildersleeve (Johns Hopkins University, U.S.A.), B. V. Head (British Museum). Other degrees (*honoris causa*): D.Litt.—N. M. Butler (President Columbia University), Gerhart Hauptmann, Dom Germain Morin; D.D.—Rev. C. Hook (Christ Church), Bishop Suffragan of Kingston; M.A.—J. J. Walker, R.N.

ST. HILDA'S HALL.—Open scholarships of £35, tenable for three years, have been awarded to Irene Brameld (Ladies' College, Guernsey) and Myra Dobson (North London Collegiate School), who were equal in merit.

BIRMINGHAM.

Recent developments in the department of Applied Science have caused the University to establish new Chairs of Engineering. The present Professor is taking over the department of Mechanical Engineering, a new Professor of Electrical Engineering has already been appointed, and now the Council has proceeded to the election of a new Professor of Civil Engineering. Their choice has fallen upon Mr. Stephen M. Dixon, M.A., formerly a student of Trinity College, Dublin. Mr. Dixon has already held two professorial chairs—viz., at the University of New Brunswick and at the Dalhousie University in Nova Scotia.

The following new appointments have also been made by the University:—Mr. A. W. Butler, B.A., Assistant in the Training College; Mr. M. O. B. Caspari, B.A. of Corpus Christi College, Oxford, Lecturer in Greek; Miss Rose Sidgwick, of Somerville College, Oxford, Assistant Lecturer in History; Mr. J. H. Sinclair, M.Sc. (Vict.), Assistant in the department of Engineering. The appointment of Miss Sidgwick has, perhaps, a special interest, as it has not yet often happened that women have been appointed to academic posts after an open competition with men; her post is a newly created one, consequent on the expansion of the historical work, hitherto solely in Prof. Masterman's hands.

The vacancy on the General Medical Council caused by the resignation of Dr. Windle, now President of Queen's College, Cork, has been filled by the appointment of Dr. Robert Saundby, Professor of Medicine in the University.

The annual degree ceremony of the University was chiefly remarkable for the conferring of the first batch of the Bachelor of Commerce degrees. Prof. Ashley's department has now been in full working order for three years, and thus only now attains its full fruition. It has made and is making steady progress numerically, and its students seem able to make sure of an excellent start in the commercial world, as they have, of course, quite unusual qualifications. The supply of such students is not yet equal to the demand.

The month of July has seen an interesting development in the arrangements for preparing candidates for ordination. Hitherto the

Midland district has possessed two theological colleges—viz., Lichfield Theological College and Queen's College, Birmingham. Each of them has had hitherto a two years' course, leading up to ordination. It has been, however, strongly felt that there was a grave danger of admitting to the ranks of the clergy men whose previous academic training had been quite inadequate and whose educational deficiencies could not easily be made good. The Bishops of the Midland district—viz., the Bishops of Birmingham, Gloucester, Lichfield, Peterborough, and Worcester—have met and discussed the matter, and have formulated a scheme whereby the two existing colleges may dovetail their work. Under this scheme candidates will first spend three years at Queen's College, Birmingham, taking the ordinary Arts course at the University, and then proceed to Liverpool for a further course of two years of more specially theological work. To that extent, therefore, Queen's College will stand in the place of a theological hostel to the University of Birmingham.

MANCHESTER.

At the High School for Girls a number of changes in the staff take place at the close of the present term. As already announced, Miss Drummond has been appointed Head Mistress of the Bridlington High School. She takes with her as second mistress Miss E. M. Elliott, B.A. Much regret is also felt at the retirement of Miss Amy Welch from teaching after a number of years' faithful work at the school. The new appointments are as follows:—Miss Sutcliffe comes over from the North Manchester High School, which is now closed. Two specialists in history are appointed in the persons of Miss Annie Clark, M.A. Vict., with the Oxford Teacher's Diploma, and Miss Jessie Clarkson, B.A. Vict., with First Class Honours in History, and who won the Withers Prize in the examination for the Manchester Teacher's Diploma this year. Miss Clarkson is also the newly elected President of the Women's Union at the University. Miss E. G. Willis, B.Sc. Lond., M.A. Dublin, A.R.C.S., Scholar of Girton, and at present Physics Lecturer in the Women's Department at King's College, London, is appointed head physics mistress, and Miss Catharine Radford, B.Sc. Lond., 1851 exhibitioner at Victoria, where she has studied three years under Prof. Schuster, is to be assistant in physics and mathematics. Three members of the staff have taken the Manchester Teacher's Diploma this year, while five have proceeded to their M.A., including the Head Mistress, Miss Burstall. It is an interesting fact that all five were scholars of the Clothworkers' Company, and no less than three were formerly head pupils of the North London Collegiate School. The Jones History Scholarship and the Dalton Mathematical Scholarship at the University have been won by pupils of the school, while in the degree lists this year the names of eleven old pupils appear. The work in the new botanical laboratory has been supplemented by a number of field excursions, including one conducted by Prof. Boyd Dawkins, and the Nature-study work of the year culminated on July 21 in a really remarkable horticultural show held in the school buildings, practically the whole of the corridors and assembly-rooms being laid out with a display of plants, flowers, fruit, and vegetables raised and arranged by the girls. The annual Speech Day was fixed for July 26, when the united schools met in the Free Trade Hall, under the presidency of Prof. Lamb, and an address was given by the Vice-Chancellor of the University of Manchester.

The resignation of Miss Butcher, after twenty years' service as Head Mistress of the Pendleton High School, has already been noticed here. On July 18 an interesting reunion took place at the school, when the Governors of the Manchester High Schools presented Miss Butcher with a gold watch and chain, while her old pupils gave her a silver tea-service. As already announced, Miss Butcher is succeeded by Miss Rosa Patterson, M.A., recently Head of the North Manchester High School, who takes with her to Pendleton, from that school, Miss Mary Hall, M.A.

The annual Speech Day of the Whalley Range High School for Girls took place also on July 26. The certificates were distributed by Mrs. Henry Worrall, B.A., who retired from the Head Mistressship of the school a year ago on the occasion of her marriage. One change in the staff has been rendered necessary by the retirement of Miss Hilda Graham for purely domestic reasons.

A number of changes take place also in the staff of the Grammar School. The premises hitherto occupied by the North Manchester High School for Girls have been taken over by the Governors of the Grammar School for the purpose of a Preparatory School in North Manchester. This step has been justified, partly by the success of the Preparatory School in South Manchester, which has already outgrown its new buildings under the successful Head Mastership of Mr. A. W. Fuller, M.A., and also by the fact that the recent influx of boys to the Grammar School has strained the accommodation to its limits. The Head Master of the new school is Mr. A. W. Dennis, M.A., who came to the Grammar School as a modern-side master ten years ago, from the position of second master at the Rugby Lower School. While the new Preparatory School is fortunate in securing the services

of Mr. Dennis, his removal will be an irreparable loss to the parent school, where he has not only been a pillar to the modern side, thrown himself heartily into the school sports, and been the founder and mainstay of a successful school orchestra, but, by his rare social qualities, has endeared himself to boys and masters alike. The new school will be run on the lines of the South Manchester School, for boys from six to fourteen, and a lady teacher has been engaged for the juniors. Mr. Dennis is succeeded by Mr. C. B. Merryweather, B.A., modern language master at Gresham School, Holt. As announced last month, Mr. H. E. Schmitz, M.A., B.Sc., has resigned the post of chief physics master. Mr. C. H. G. Sprankling, B.Sc., who has taken his work temporarily, has accepted a post at Bedford. The new head of the physics department is Mr. W. E. Grimshaw, B.A. of Corpus College, Oxford (senior mathematical scholar, 1903), and formerly head of the school. Mr. R. F. Young, B.A. of Trinity College, Oxford, succeeds to Mr. Hodgson's post, and, as Dr. Lorey now returns to Germany, his work will be taken by Mr. F. C. Earle, M.A. of Trinity College, Cambridge. The rise in numbers at Christmas necessitated the appointment of a new master and the equipment of a new class-room. Mr. W. King, B.Sc. Vict., has therefore permanently joined the staff. As foreshadowed here, the Rev. T. N. Carter gives up his boarding house at the end of the current term, and his successor in this capacity (Mr. E. A. Varrish, M.A.) has already taken a house for the purpose in the vicinity of the school playing field. The new scheme for the athletic sports has worked admirably. A record entry of over five hundred was followed by five preliminary days for heats and a very successful *finale*. The new rowing club has made such progress that a local club has offered a shield and cups to be competed for by school eights, and the first contest took place at the Agecroft regatta on the 29th ult. between a crew representing the Matriculation form and one chosen from the rest of the school. The Whitsuntide camp under Mr. Paton is to be supplemented by a camp at Grasmere, captained by Mr. Varrish, while Mr. Paton will lead a walking tour in Derbyshire. Speech Day is fixed for August 2, when the prizes will be distributed by Lord Aberdeen. The summary of school honours in the High Master's report shows one fellowship, eight open, three close, and two University scholarships and exhibitions, three University prizes, two First Classes and five Second Classes, besides a large number of minor successes and a number of miscellaneous honours won by Old Mancunians.

At the University the following appointments are announced:—Mr. J. H. Hopkinson, M.A. (son of the Vice-Chancellor and Warden of Hulme Hall), is appointed University Lecturer in Archaeology. Mr. Hopkinson is a late Craven Travelling Fellow of Oxford, and has conducted investigations in the British School at Athens, in Crete, in Rhodes, and in other islands in the Aegean. Mr. Jethro Bithell, M.A., is to be Assistant Lecturer in German; Mr. G. S. Fowler, D.Sc., Lecturer in Bacteriological Chemistry; and Mr. E. C. Edgar, Assistant Lecturer in Chemistry. An arrangement has been made by which the Professor of Pathology (Dr. Lorrain Smith) is to be an honorary member of the staff of the Royal Infirmary. The post of Tutor to the Women Students and Warden of the Women's Hall of Residence is not yet filled. Two men are among the applicants for the post!

Degree Day, July 9, was graced by the presence of the Chancellor, Earl Spencer. Additional interest was given to the ceremony by the attendance of Dr. Nicholas Murray Butler, who was presented by Prof. Sadler, and on whom the Chancellor conferred the degree of Doctor of Laws. A conspicuous feature of the subsequent proceedings was the large number of women who took degrees. On the following day two thousand guests assembled at the University Garden Party, Earl Spencer being one of the number.

The proposal of the Council to establish a scheme for providing instruction in military history, strategy, and tactics, in response to the offer by the Army Council of seven commissions, has called forth considerable opposition, especially on the part of the members of the Society of Friends, to whom the larger Hall of Residence belongs. The Secretary of State for Foreign Affairs has also asked the University to nominate two candidates for the position of student interpreters in the Far East.

As we go to press we hear of the irreparable loss that the University has suffered in the death of Professor Wilkins.

Some stir has been caused by the publication, a few weeks ago, of a suggested educational concordat, drawn up by a committee of men of various denominations who have held conferences at the Universities. The suggested compromise, which has been fairly criticized, has been greeted by the Bishop with the statement that its originators have "failed utterly," in spite of the "excellence of their intentions." Archdeacon (now Canon) Wilson, who refused to sign the concordat, writes to characterize it as "reactionary and unstatesmanlike," while another representative man holds aloof in the person of Dr. Goodrich. Under these circumstances, and in consideration of the length of the document, we may perhaps be excused for the moment from discussing it more fully in this place.

The Manchester Education Committee have once more considered the vexed question of the closing of non-provided schools on Church festivals and days of obligation.

Church Attendance.

The Lord Mayor attended and expressed the hope that "as reasonable men they would be able to come to some understanding without quarrelling." Eventually the recommendation of the Elementary Sub-committee was adopted to the effect that "holidays other than those allowed by the Education Committee taken by any manager of non-provided schools should be deducted from the ordinary school holidays." A decision on the subject has been rendered necessary by the fact that recently several schools have been empty on the occasion of certain festivals.

An interesting meeting was held at the Bolton Grammar School on July 15 under the presidency of Prof. Findlay, when

Herr Walter.

Prof. Max Walter, of the Musterschule, Frankfurt, spoke on methods of modern language teaching. Prof. Walter has since visited the Grammar School and the Girls' High School.

Reference was made in this column recently to a request made by the

Free Meals.

Independent Labour party in Salford that the Education Committee should establish permanent school restaurants for the provision of free meals for children. The Committee have replied that the only steps they could take would be to promote a private Bill for the purpose, and that meanwhile they think it desirable to ascertain what effect will be produced by the recent order of the Local Government Board.

WALES.

The visit of the Prince of Wales to Cardiff on June 28 for the purpose

Royal Visit to Cardiff.

of laying the foundation-stone of the new College buildings and other minor (from an educational standpoint) objects was in every way a success. Cardiff had risen to the occasion, and all the arrangements were admirable. The Prince, in his reply to the address of welcome, referred to "the liberality of the people of South Wales and Monmouthshire, that makes it now possible to carry out a portion of this great scheme for the establishment in Cardiff of buildings worthy of this University College and worthy of the conception of its founders." He went on to say that "the Welsh people have determined that their University education should be compatible with the modern wants of a new world. Its promoters and its authorities have recognized that the University should not exist merely for the purpose of the literary or the academic life, but should place itself in touch with and try to serve every form of intellectual activity." Quite unintentionally he rebuked those who fatuously assert that the University is antinational, by pointing out that "our University" (the pronoun gave much satisfaction) "is by its constitution interwoven more closely perhaps than any other with the national life of the country." The manner in which the speech was delivered was as admirable as its matter, the Prince's rich, resonant voice astounding all who had not previously heard him speak. At the Congregation of the University honorary degrees were conferred upon Mr. Gwengfryn Evans, Prof. Henry Jones, Sir John Williams, Mr. Joseph Chamberlain, and Lord Tredegar amid a scene of great enthusiasm. The Latin speeches were very happy; the Orator's eulogies of Lord Tredegar as "olim inter Sescentos illos digladiatum, nunc paci bonisque artibus iamdiu studentem"; and of Mr. Chamberlain as "virum indomitum, vehementem, indefessum," were much cheered. The students supplied the comic relief far more successfully than usual. Their constant inquiries about their Registrar and chaff of the Warden of the Guild of Graduates—taken by him in very good part—created much laughter. As to the chief object of the Royal visit—to wit, the unloosening of the purse-strings of the least public-spirited of all plutocrats, the South Wales capitalists, time only will show how far it has been achieved.

The celebration on July 1 of the twenty-first birthday of the Uni-

Bangor College's Twenty-first Birthday.

versity College of North Wales was, in its own way and in spite of the malice of Jupiter Pluvius, quite as noteworthy a success as the Royal visit to Cardiff. The speeches delivered were extraordinarily good. Principal Reichel's *résumé* of the history of the College was one of his best achievements on the public platform. One of the most striking passages in it was the comparison of the gifts of the Bangor and Cardiff Corporations, in which he showed that, if the capital of South Wales had but given in proportion to its ratable value on a scale corresponding to that of the cathedral city of Gwynedd, its gift would have been not £40,000, but £300,000. In other words, had the generosity of Cardiff been on a par with that of Bangor, it would have presented the South Wales University College not merely with a site, but with a complete pile of buildings. Sir Isambard Owen's speech was, as usual, graceful and appropriate, though the comparison of the University to the Eisteddfod was not very happy. "I always notice," he said, "that when an institution becomes phenomenally successful there are many people very anxious to reform it. Take the Eisteddfod, for instance. I wonder how many

pages of the newspapers have been devoted, time after time, to ambitious proposals for the reform of the Eisteddfod; and still the Eisteddfod goes on unreformed, untroubled, and brilliantly successful." If the University is as urgently in need of reform as the Eisteddfod, it requires not a Sir Marchant Williams, but a Danton. But the speech which attracted most attention throughout Wales was that of Prof. Henry Jones, which, in spite of its eloquence, can only be described as a most mischievous one. He actually advocated the splitting up of the University of Wales into three separate Universities. Great efforts and sacrifices are still necessary to enable Wales's one University to fulfil its functions properly. To suggest the establishment of three Universities in a small country like Wales is very midsummer madness. Prof. Jones himself says that "all good Welshmen are anxious to maintain and strengthen" the unity of the Welsh University. *Ergo*, those who, like the Professor of Moral Philosophy at Glasgow, try to destroy that unity are bad Welshmen. The grounds upon which he urged his disruptive proposals were most inadequate. He said he himself had removed from Bangor partly because of the greater freedom from despotism he was allowed at St. Andrews. The suggestion that he was subjected to any kind of despotism by the authorities of the College or the promoters of the University movement (for the University Charter had not been granted when he left Wales) is inexplicable. It is true that some members of the denomination to which he belonged gave some indications of a desire to start a heresy-hunt, but neither the colleges nor the University of Wales can, in the nature of things, be held responsible for the action of such men. Nor is there the slightest ground for fearing, as he does, that the University machinery will "overpower and crush and dominate from without the spontaneous growth of Bangor, Aberystwyth, and Cardiff." As Prof. Arnold has well said: "the meetings of the University Senate (the chief piece of machinery in the University) have a stimulating effect upon the courses arranged for the separate colleges, and any greater freedom would bring us near to chaos." Mr. Lloyd-George's chaff of the academic controversialists was delightful. "Until that day," he said, "he was under the impression that the colleges of Wales were a neutral territory out of which controversialists were kept from raving and devastating. But, after the speeches he had heard, he had come to the conclusion that politics were not in it with the University as a controversial arena, and he was going to drop politics and go in for the subject of University reform."

The county schools of Wales have been extensively inspected and examined this term. As many as four inspectors have simultaneously descended upon many schools, and it has been difficult to enter a train without encountering oral and practical examiners, hastening, as quickly as the train service in the Principality will allow them, to test the knowledge of Welsh boys and girls. A good story is told of one inspector. He makes a point of asking mathematical teachers their qualifications. He has no intention of being offensive, though the form in which the question is put is curious. In response to the usual query, "Do you consider yourself competent to teach mathematics?" a master in one school is reported to have replied, "Well, yes, I rather do; I coached the Senior Wrangler the year before last."

"Si non è vero, è ben trovato." The time-table of the written examination which lasted from July 10 to 25 inclusive was far better arranged than last year and the papers showed an improvement, though some fault may still be found with those set in some subjects. For example, owing perhaps to the fact that the Latin examiner has had no secondary-school teaching experience, there was very little difference in difficulty between the Junior and Senior Latin papers. On the whole, however, there was not much even for those whose nerves have been set on edge by teaching in tropical weather to grumble about.

The Board of Education is meeting the demands made by the Welsh

New Tactics of the Board of Education.

County Councils that the managers of non-provided schools shall effect substantial structural alterations within a short time by similar demands with regard to the provided schools. These tactics have enraged many of the Welsh revolvers, and the *Welsh Leader*, which is edited by Mr. E. R. Davies, Clerk to the Carnarvon Education Committee, and one of Mr. Lloyd-George's most active henchmen, discourses thus about them: "Since the days of the historical Star Chamber no great Department of State in this country has acted so arbitrarily or shown so utter a disregard for the ordinary principles of right in the discharge of judicial functions as the Board of Education are now doing." It claims that a difference ought to be made between the two kinds of schools. "The Education Act clearly and expressly distinguishes between provided and non-provided schools. In the case of the latter, it is expressly enacted that they *must*, as a condition of maintenance, place their buildings in efficient repair. There is no such demand in the Act in respect of Council schools." The managers of non-provided schools are jubilant, and quote freely about the proverb about sauce for the goose. The first Welsh revolt school was opened on July 3 at the Wesleyan Chapel of Llandecwyn, one of the most mountainous parts of Merioneth. Montgomeryshire has come into conflict with the Board of

Education, on account of the non-payment of the salaries due for the quarter ending June 30 to the teachers of the Newtown National School. These have been paid directly by the Board.

Mr. David R. Harris, B.A. Lond., M.A. Cambridge, Master of Method and Senior Lecturer in the London Day Training College, has been appointed Principal of the Normal College, Bangor. Mr. William Phillips, M.A., Lecturer in the Normal Department for Men, has been promoted to the post of Professor of Education at the Cardiff University College. Mr. John Griffith, B.Sc., senior assistant master at the Blaenau Ffestiniog County School, has been elected Head Master of the Dolgelley County School. Mr. W. Jenkyn Thomas, M.A., Head Master of the Aberdare County School, has been appointed Head Master of the Grocers' Company's School, Hackney Downs, London—the first secondary school in the metropolis to be transferred to the London County Council.

The Welsh Language Society will hold a Holiday Course of Instruction in Welsh at the University College, Cardiff, from July 31 to August 12. Previous courses have been very successful, and there is every reason to believe that this year's course will be equally well attended. Teachers in districts where Welsh is spoken to any great extent will be foolish to neglect such an admirable opportunity of learning the best methods of teaching the Welsh language.

SCOTLAND.

The Conference on the three-term session and the reform of the Arts curriculum, which met at Glasgow in June, was resumed at St. Andrews on July 7. Such questions as the length of the terms, the number of lectures to be given, the times of examination, &c., were fully discussed. On hardly any of these points was there unanimity, but various resolutions were carried by majorities. As there is little hope of an ordinance being passed unless there is practical unanimity regarding the most important questions, the result of the Conference, so far as it has gone, can hardly be satisfactory to the advocates of reform. There remains, however, the possibility of a liberating ordinance, which shall give to each University the power to make its own arrangements as regards terms, lectures, &c. The Conference is to be resumed on October 3 at Perth, when the proposed reform of the Arts curriculum will be considered.

The award of fellowships, scholarships, and research grants for next academic year has just been issued. Forty-four fellowships and scholarships and forty research grants have been awarded, and the total expenditure amounts to nearly £7,000. Of the fellowships and scholarships fifteen go to Edinburgh, ten to Glasgow, ten to Aberdeen, and nine to St. Andrews.

Glasgow University Court has had under consideration proposals for obtaining a new recreation ground for the University. The present ground is very small, and it will probably be required in a few years as a site for new University buildings. It is proposed to buy about twelve acres of ground at Scotstounhill, a few miles west of Glasgow. The total cost, including the expense of laying out the ground, is expected to be between £8,000 and £10,000. This is to be raised by subscription, the subscribers forming a limited company with the right to elect six out of sixteen members of the committee of management, and to dispose of the ground in the event of its ceasing to be used as a recreation ground for the University of Glasgow. It was proposed that the University Court should give a subscription from the University funds, but legal objection was raised to this on the ground that the Court cannot give money for the purchase of ground in which it is not to have a vested interest. In other respects the project was approved. Proposals are also being made for the extension of the Glasgow University Union at an estimated cost of £10,000.

The Royal College of Surgeons of Edinburgh has been commemorating the quatercentenary of its foundation. **Appointments, &c.** Honorary fellowships were conferred on the representatives of the Universities of Austria, Denmark, France, Germany, Italy, Japan, Russia, Sweden, Switzerland, the United States, and various parts of the British Empire. The French Ambassador, M. Cambon, attended some of the functions.

Prof. Alexander R. Simpson has resigned the Chair of Midwifery in Edinburgh University, to which he was appointed thirty-five years ago, in succession to his uncle, the late Sir James T. Simpson.

Mr. W. H. Watkinson, Professor in the Glasgow and West of Scotland Technical College, has been appointed to the Harrison Chair of Engineering in the University of Liverpool in succession to Prof. Hele Shaw. Prof. Watkinson was associated with Lord Kelvin and the late Prof. Fleeming Jenkin in the laying of the Transatlantic cables, and he was for five years a teacher of engineering in Sheffield before he came to Glasgow in 1893.

Mr. Walter Moberley, Merton College, Oxford, has been appointed

Lecturer in Political Science and assistant to the Professor of Moral Philosophy in Aberdeen University, and Miss Mary E. Thomson, M.A., and Miss Johanna Forbes, M.A., have been appointed assistants to the Professor of Humanity in the same University.

Arrangements are being made for the celebration of the quatercentenary of Aberdeen University next year, and it is hoped that the King may visit Aberdeen and open the new buildings at Marischal College.

SCHOOLS.

BRIGHTON COLLEGE.—Scholarships are awarded as follows:—George Long Scholar, £70, G. H. Mannooch, Brighton College; Newton Memorial Scholar, £50, D. Hazeldine, Southey Hall, Worthing; Gill Memorial Scholar, £50, G. R. Goldingham, Brighton College (confined to sons of officers in the Army). Exhibitioner: W. S. Ross, Junior House, Brighton College.

BROMSGROVE SCHOOL.—The following entrance scholarships have been awarded:—To classical scholarships: G. C. M. Leech (Falconbury School, Purley), H. E. Palmer (Ingholmes, Cheltenham). To mathematical exhibitions: G. Thursfield (Salford Park School, Guildford), T. L. Besant (Ormond House, Dursley).

CHEL TENHAM LADIES' COLLEGE.—University of London, Matriculation Examination: M. E. Adam, K. E. Derrick, M. A. Pocock passed in Division I., and nine in Division II. College scholarships and other distinctions outside the school:—University of Oxford: Honours School of English Language and Literature, Class I., E. G. Moore; Class III., O. M. Sleigh, E. G. Williams; Preliminary Science Examination—Chemistry, G. M. Leeson; Final Pass School, Group C, Physics, G. M. Leeson; Holy Scripture (part of Moderations), E. Dodwell; The Margaret Evans History Prize, A. Blake (*proxime accessit*). University of Dublin: The following degrees have been conferred on former pupils of the Ladies' College, Cheltenham:—M.A.: Emily Annabella A. Shekleton (Oxon.). B.A.: May M. Armstrong (Cantab.), Isabella Grace F. Merson (Cantab.).

HAILEYBURY COLLEGE.—Speech Day was on June 23, and a large gathering of visitors assembled both to speed the parting Head Master and to hear his brother, the Colonial Secretary. The prizes were distributed by the Head Master. The chief prize-winners were C. H. Gidney, A. E. Lucas, R. Yorke, D. H. Watson, B. Mackenzie, W. Lyon, R. G. Beazley, G. R. Northman, and I. H. Mason. Mr. Alfred Lyttelton dwelt on the qualities required in a head master—sympathy, manliness, high aims, and, above all, the power of imparting those qualities to others. He noted the use that the carpenters' shop and the riding school would be to Haileyburians who intended to colonize; but, above all, the fairness and sense of justice that a public school like Haileybury imparted would stand in stead those who were called upon to deal with native races in remote colonies where there was little criticism on a man's actions.

HARROW SCHOOL.—The principal prize-winner on Speech Day (June 30) was J. R. M. Butler, who carried off the prizes for Latin hexameters, elegiacs, and lyrics, Latin prose, essay, and epigram. The English essay prize was won by Corbett, and that for the English poem by Howson. Of the Greek prizes, that for Greek prose fell to Morris, and that for iambs to Brandt (both of them, *par parenthèse*, in the cricket eleven), and that for Greek epigram to Milner-White. Prior won the Prior Divinity Prize, Sonnenthal the Neeld Medal for Mathematics, Crompton the Beddington Science Prizes, and Lee and Randall Lord Battersea's Prizes for translation into French and German respectively. Other prizes were awarded as follows:—Pember Prizes (Greek and Latin grammar); Butler, Tallents, Dodd (fifth form), Butler *mins.* (Lower School); Shakespeare Prizes: Milner-White (medal), Meyerstein (fifth form), Owen *mi.* (Lower School). Briscoe Eyre Music Prizes: Meyerstein, Davidson *mi.*; Royal Asiatic Society's Prize: Craufurd; Admiral Colomb's Naval Prize Essay: Milner-White; Bouchier History Prizes: Law, Rose (fifth form), Ledward (Lower School); Bouchier Reading Prizes: Murray, Stuart sen., Fleming (Lower School); Coward History Prizes: Rose, Joynson, Nicol, Roberts *mins.* Yates Thompson Art Prizes: Mr. Vereker, Faber, Lyster *ma.* The list of honours for the year includes ten scholarships and exhibitions at Oxford and Cambridge, of which two were for Modern History (J. G. Craufurd at University College and D. L. Murray at Balliol), and the rest for Classics: H. B. Bingham, University College; D. R. Brandt, exhibition at Balliol; R. O. Morris, New College; F. G. Tupper and F. C. W. Wynter, Hertford College; R. Milner-White, Pembroke College, Cambridge; L. A. Hudson, Pembroke; H. B. Prior, Caius. There were also five direct passes into Sandhurst: A. K. Faulkner, P. A. Kennedy, K. F. Franks, C. V. Swan, J. G. Porter. R. S. Ryan, who passed first out of Woolwich (Sword of Honour), and C. E. Wood, who passed second out of Sandhurst were Old Harrovians. M. Millet, whom France had lent to us (delightful result of the *entente cordiale*) in pursuance of the new system of master-exchange, passes from us, and so we lose the refreshing presence of his charming and cultured personality. The three chief events of the term have been the King and Queen's visit on Speech Day (June 30), the winning of the Ashburton Shield at Bisley, and the

match at Lord's against Eton. Except, perhaps, for the weather, their Majesties' visit was thoroughly successful. The School, past and present, with the masters, met them in "Speaker," from which every one else was, by Royal command, excluded. The school songs, that peculiar product of Harrow, evidently awoke the pleasurable interest of their Majesties, and "Forty Years On" and "Auld Lang Syne" won a special smile of approval. Then, with the aid of electricity, *more novo*, the new lands were declared annexed to Harrow. It only remains to pay for them—in which laborious task may Harrow find many helpers! The victory at Bisley did not come altogether as a surprise. The eight had won all their matches except two—*v.* Rugby and the Grenadier Guards. But it was very welcome, as it is many years since the Shield found its way to the Hill. It was finally escorted to the Vaughan Library amid scenes of wild enthusiasm. As for the great cricket match, it need only be said that, after looking like a monotonous defeat for Harrow, it became, thanks to the magnificent batting of J. Reunert, a most exciting struggle and was left drawn—in favour of the Hill.

KING'S SCHOOL, CANTERBURY.—The following elections have been made:—To Junior Foundation Scholarships: C. B. Simeon, P. G. E. Chave, D. L. Robertson, E. A. Graty (for modern subjects), all of King's School. To probationer foundation scholarships: J. W. M. Maynard (Mr. Meakin, Southbourne), H. D. Townend (Mr. Irving, Camberley), C. B. Jerram (Mr. Robinson, Godalming), J. M. Courtney (Mr. Taylor, Broadstairs), R. E. Martin (Mr. Pearce, Ripley), P. L. Bathurst (Mr. Mallam, Sydenham), T. Barry (Mr. Hinxman, Worthing), B. S. Rea (Mr. Counsell, Sevenoaks). To entrance scholarships: C. J. Galpin (Junior King's School), P. L. Bathurst (Mr. Mallam, Sydenham), H. D. Townend (Mr. Irving, Camberley), B. S. Rea (Mr. Counsell, Sevenoaks), R. E. Martin (Mr. Pearce, Ripley), D. O. Fardell (Junior King's School). To house scholarships: C. B. Jerram (Mr. Robinson, Godalming), J. B. Sidebotham (Mr. Malden, Brighton), J. W. M. Maynard (Mr. Meakin, Southbourne), T. Barry (Mr. Hinxman, Worthing).

NORTH LONDON COLLEGIATE SCHOOL FOR GIRLS.—The annual distribution of prizes of the North London Collegiate School took place on the afternoon of June 28 in the Clothworkers' Hall of the school. The prizes were presented by Mrs. Latham, the wife of the Chairman of the Governors, and Lord Aberdeen presided, supported by Mr. Latham, M.A., K.C. The report, read by the Head Mistress, Mrs. Bryant, D.Sc., Lit.D., included a considerable list of honours gained by old pupils at the Universities. After the distribution of prizes Lord Aberdeen addressed the girls and told them that on them depended largely the future of this historic school, and that the ablest teacher can do but little without the co-operation of the pupils. Schools now, especially girls' schools, are very different from what they had been in his day; but the full value of modern schools was still unrecognized, at any rate by members of his own sex. The following is an abstract of the Head Mistress's report:—The number of pupils in school is 406. Of the 49 senior pupils who left during the year, 33 were matriculated students of the University of London, 20 being entitled to the new School Leaving Certificate, 6 at the Matriculation and 14 at the highest standard. 17 of these pupils have proceeded to the Universities—15 to the University of London, 5 to study science and 10 arts; 1 to Oxford to study classics; 1 to Wales to study science. Of these 17, 8 won open scholarships: Maude Willis, £40 a year for three years at University College, London; Jane Rackham and Elsie Blencoe, £50 a year for three years at the Royal Holloway College (to which the London County Council added £60 and £50 a year for 3 years respectively); Winifred Marples, £30 a year for 3 years at the Royal Holloway College; Florence Barnett and Madeline Mortimer, free places at Bedford College for 3 years; Isabel Soar, £30 a year for 3 years at University College, Bangor. The school scholarships have been awarded as follows:—The Clothworkers' Leaving Scholarship to Gwendolen Watson; Platt Endowment Scholarships of £20 each and the Prance Scholarship of £10 to Myra Dobson (for classics), to Winifred Marples (English and History), Gertrude Sabin (for Modern Languages), and to Margaret Cooke, Violet Cooper, Katherine Curtis, Anna Fox, and Ethel Steuart, all of whom are still in the school. The highest honours this year have been gained by Marjory Long and Margaret Tonkin, the former having obtained the second and the latter the third place on the Girton Entrance Scholarship list. Marjory Long receives, therefore, £50 a year for 3 years in mathematics, and Margaret Tonkin £30 a year for 3 years in modern languages. Academic successes among former pupils are as follows:—5 have graduated in Arts, 2 in Science, and 3 in Medicine in the University of London; 7 have passed the London Examination in the Art, Theory, and History of Teaching; 3 appear in the Tripos Lists of the University of Cambridge: Miss Mary M. Wood in Mathematics, Miss Ethel Frodsham in Natural Sciences, and Miss W. Jones in Modern Languages. Miss Agnes Robertson and Miss Marie Stopes have gained the London Doctorate of Science for botanical research.

NOTTING HILL HIGH SCHOOL.—May Williams has gained a scholarship for chemistry, botany, and applied mathematics of £60 for three years, and Margaret Mead has been awarded a bursary for mathematics at the Royal Holloway College. In the London Uni-

versity Matriculation Examination Eileen Wallace, Florence Hunt, and Janet Upcott were placed in the First Division; Enid Branson and Florence Leach in the Second.

TONBRIDGE SCHOOL.—The entrance scholarships have been awarded as follows:—F. H. M. Ralph (Tonbridge School), S. A. Wadsworth (High Croft, Westerham), F. H. Knott (Mr. B. P. Browning, Banstead), F. Kidd (Tonbridge School), H. R. Raikes (Mr. E. Murray, Upper Walmer), P. J. A. Montague (Mr. S. Middleton, Fremington), E. Nottidge (Tonbridge School), A. E. C. T. Dooner (King's School, Rochester), L. Browning (Tyttenhanger Lodge, St. Albans), H. E. Waller (Tonbridge School), H. J. Cunningham (Tyttenhanger Lodge, St. Albans). The Head Master addresses a reminder to the parents of successful candidates, "where the money value of the scholarship is not of importance to them, their boys would still retain the name and distinction of scholars if they decline to accept the emoluments: other candidates would then receive valuable pecuniary help." On Old Boys' Day, July 8, two more beautiful windows, designed and executed by Mr. C. W. Whall, were unveiled in the new chapel. One is erected in memory of Dr. James Ind Welldon, Head Master from 1843 to 1875. The other is in memory of those Old Tonbridgians who gave their lives for their country during the South African War. The former represents scenes from the life of St. Andrew; the latter has St. George of Cappadocia as its subject. The ceremony was performed by the Bishop of Kensington, and by the Marquess Camden, Lord Lieutenant of the County of Kent.

UPPINGHAM SCHOOL.—Speech Day was Thursday, July 6. One Speech Day is very like another, but additional interest was attached to it this year from the fact that it was the first time we met in the new Memorial Hall for the prize-giving, &c.; and our numerous visitors had the opportunity of admiring the grand proportions of the interior of the new hall, and of congratulating themselves that they no longer had to endure so heroically the crowded discomforts of the old schoolroom on like occasions. Our cricket eleven have fulfilled the hopes entertained of them in the early part of the season; and, though they managed to beat Haileybury after a good match by four wickets, met with a disastrous single-innings defeat from Repton, for whom Crawford took 163 runs and 10 wickets. Our shooting eight did well at Bisley, and were fourth for the Ashburton Shield, four points behind Harrow. If the last shot of all on one side had been a "bull," instead of, for some unaccountable reason, a "miss," we should have come out at the top of the list.

WINCHESTER COLLEGE.—The examiners for the election of new scholars were Mr. W. Durnford, of King's, Cambridge, and Mr. J. Tracey, of Keble, Oxford. The following were elected:—E. F. W. Besley, A. M. Ker, N. K. Adam, E. M. Barlow, G. F. Laurence, J. C. H. Hill, I. M. M. Macandrew, S. S. G. Leeson, G. F. I. Schwerolt, B. J. M. Bebb, G. R. Driver, G. E. Law, C. L. Godson, M. W. Parr, J. A. Selby-Bigge, G. H. Broadhurst, A. W. E. Fenton, W. D. Croft, F. H. Brabant, A. H. Christie, N. S. Tirard, I. M. M. Macandrew and N. S. Tirard are elected to exhibitions. There are at present twelve or thirteen vacancies for next September. The King's Silver Medals for speeches have been awarded to W. R. Hoffmeister and L. W. Hunter. The Reading Prize has been given to M. Heseltine; the English Verse to C. H. Benley.

WOOLWICH POLYTECHNIC SCHOOL.—A successful session was brought to a close on July 14, when Lady Chelmsford presented the prizes, and Lord Chelmsford (who has just been appointed Governor of Queensland) subsequently addressed the pupils. In his report Mr. Watson Bain mentioned examination distinctions—including first place at the Arsenal Trade Lads' Examination—gained by boys and girls of the school, and referred to changes in curriculum and time-table introduced since his appointment. Reference was also made to the adoption of black and yellow as the school colours, to the formation of football, hockey, cricket, and lawn tennis clubs, and to botanical excursions made during the summer term, as well as to the Christmas concert and the drill and gymnastic display given before we broke up for Easter. Several additions have been made to the staff in view of an anticipated increase of pupils next term. Ethel Clothier has passed the London Matriculation Examination in the First Division.

WYCOMBE ABBEY SCHOOL.—Speech Day was June 29. This year's honour list includes the following:—K. W. Sills, Historical Tripos, Part II., Second Class; T. C. Williams, Mathematical Tripos, Part I., Second Class; J. J. Paine, Mathematical Tripos, Part I., Third Class; M. M. Dunlop and D. M. Zimmern, Classical Tripos, Part I., Second Class; J. M. Scrutton, Historical Tripos, Part I., Third Class; R. L. Gunn, Honours School, English Literature, Third Class; M. Wadsworth, Victoria University, Modern Languages, Second Class; D. Watkins, B.A. Durham; H. Watkins, B.Litt. Durham; M. M. Anderson, Classical Honour Moderations, Second Class. H. Ford, L. J. Trench, and J. J. Paine have taken the *ad eundem* B.A. degree at Trinity College, Dublin. H. M. Oylar has been elected to a Research Studentship in Modern Languages at Girton College, Cambridge. E. Partridge has been selected to fill a vacancy in the French Ecole Normale at Carcassonne. Miss Dove and two of the assistant mistresses (Miss Whitelaw and Miss Swainson) took their *ad eundem* B.A. and M.A. degrees at Dublin on July 6.

PRIZE COMPETITIONS.

The Translation Prize for July is awarded to Olga von Stena.

The Extra Prize for July is awarded to γραμματικός.

The second joint winner of the Extra Prize for May is Miss Caroline S. Falding, The Girls' Grammar School, Bradford.

The winner of the Extra Prize for June is Miss Marion Little, St. Winifred's, Eastbourne.

CHARACTER OF THE PRINCE DE CONTI.

Son esprit étoit naturel, brillant, vif, ses reparties promptes, plaisantes, jamais blessantes, le gracieux répandu partout, sans affectation; avec toute la futilité du monde, de la cour, des femmes, et leur langage avec elles, l'esprit solide et infiniment sensé; il en donnoit à tout le monde, il se mettoit sans cesse et merveilleusement à la portée et au niveau de tous, et parloit le langage de chacun avec une facilité nompareille. Tout en lui prenoit un air aisé. Il avoit la valeur des héros, leur maintien à la guerre, leur simplicité partout, qui toutefois cachoit beaucoup d'art. Les marques de leurs talents pourroient passer pour le dernier coup de pinceau de son portrait; mais comme tous les hommes, il avoit sa contre-partie. Cet homme si aimable, si charmant, si délicieux n'aimoit rien. Il avoit et vouloit des amis comme on veut et qu'on a des meubles. Encore qu'il se respectât, il étoit bas courtois; il ménageoit tout, et monroit trop combien il sentoit ses besoins en tous genres de choses et d'hommes: avare, avide de bien, ardent, injuste. . . . Avec tout cela, on ne pouvoit s'en dépandre; la servitude, si régnante jusque sur les moindres choses, y échoue toujours. Jamais homme n'eut tant d'art caché sous une simplicité si naïve, sans quoi que ce soit d'affecté en rien. Tout en lui couloit de source; jamais rien de tiré, de recherché; rien ne lui coûtoit. On n'ignoroit pas qu'il n'aimoit rien, ni ses autres défauts; on les lui passoit tous, et on l'aimoit véritablement, quelquefois jusqu'à se le reprocher, toujours sans s'en corriger.

By OLGA VON STENA.

CHARACTER OF THE PRINCE DE CONTI.

His wit was natural, sparkling, and lively; his repartee prompt and humorous without being offensive; his manner gracious without being affected. A society man, dancing attendance at Court and on fine ladies, an adept at the fashionable jargon of the day, he yet had plenty of good sound sense. Friendly to all, he had a wonderful knack of putting himself within the reach of, and on a level with, every one, and of suiting his conversation to the listener—and this with an air of perfect ease. With the bravery of a hero and the demeanour of one in war he always had a heroic simplicity, which concealed, however, a good deal of art. These qualities might well be considered the finishing touches to his portrait, but that, like all men, he had another side. Amiable, charming, delightful though he was, this man cared for nothing. He had friends, and wished to have them, much as one wishes for and has furniture. With all his self-respect, he was a servile courtier; he made use of everything, showing only too plainly the need he felt of all sorts of things and people. Then, too, he was stingy, fond of comfort, passionate, unjust. . . . And yet it was impossible to break with him; servility, so powerful over the smallest trifles, failed there. No man ever had so much art concealed beneath such transparent simplicity, without the slightest trace of affectation. Everything about him was fresh and spontaneous; there was no effort, no striving after effect; everything came easily to him. People were neither ignorant of his indifference to everything nor blind to his faults; but in him these were passed over, and people were honestly fond of him, even to the point of reproaching themselves for it—without, however, mending their ways.

I remember the late Mr. Cotter Morison—who, as "doctus sermones utriusque linguae," was a competent judge in the matter—telling me that he considered Saint-Simon a more difficult author than Tacitus. The passage chosen contained one or two cruxes and a number of pitfalls for the unwary. Saint-Simon wrote, moreover, *à la diable*, and his careless, nervous style is not easy to reproduce. I will deal with the points *seriatim*. *Esprit*: the double use is one instance of careless writing, and the attempt to find a single corresponding word in English was rightly abandoned. "Humour" suits best in the first line, as we want "witty" for *plaisantes*: in the fourth line, "a foundation of sound, solid common sense" will serve. *Futilité*: "frivolity of society." *Leur langage avec elles*: "their jargon when in their company." The French might mean, "of women conversing with women," but this rendering is barred by the context. *Il en donnoit à tout le monde*: this is one of the cruxes. The meaning seems to hover between the literal, "he scattered his gifts of intellect broadcast," and the idiomatic, "he imposed on everybody" (as in Molière's "Oh! oh! l'homme de bien, vous m'en voulez donner"). Perhaps "he was all things to all men" best preserves the neutral tone. *À la guerre*: "their behaviour in the field"; it matters not whether we

understand when he or when they were fighting; but *partout*, "both in peace and war," points rather to the former. *Les marques*: here the letter killeth, and half of the versions were unintelligible without the French. For the prize version I would substitute "These heroic characteristics," &c. *Contre-partie*: "counterpart" is a *non-sens*. *Cet homme*: "This man so amiable," &c., smacks of the French. *Il ménageoit tout*: "he turned everything to account, betraying how greatly he needed for his selfish objects persons and property of every description." *Avec tout cela*: "Yet it was impossible to cast him off; in his case servility, which regulates men's conduct even in trifles, proved powerless." The meaning, as I interpret, is that courtiers, notwithstanding their inbred servility, failed to resist the fascination of the Prince even when he was out of favour with the Court. Two candidates have pointed out that the reading in their edition of the "Mémoires" is *échoue*; if *échoue* stands, it must be taken as an historic present, or, better, as a customary present: "fails in cases like this." I pronounce with diffidence, but I do not think that the alternative version, "Men are naturally servile, and so let themselves be enslaved by Conti," can stand. *Se le reprocher*: "to cast it in his teeth" was a bad mistake which accounted for several Fourth and Fifth Classes. The prize version, it will be seen, has two or three misrenderings, but in style it was distinctly first.

We classify the 150 versions received as follows:—

First Class.—Gortymore, Menevia, Chestnut, Chemineau, Gempy, Khédive, Fortes et Fideles, Sirach, Taugenichts, Altnacoille, Olga von Stena, Prig, Annunziata, S.N.N., A.S.W., Kirna.

Second Class.—Terna, Avenel, Undine, Crag, Mars, Tricycle, Ravenshill, Primrose, X.Y.Z., E.M.M.C., F.N.T.K., Ardnaree, Iz-Wa, C.S., Vanskellig, Trimarleur, Persis, Ambleside, T.P.N., Stedye, Parva Domus, Quis, Sloyne, Sarum, 11975, H.M.S., Crow, E.O. Harrow, H.C.K., At spes non fracta, Gothicus, Jahani, T.H.E.M., Orac, D.I., E.A.M., D. de V., Ingeborg, Bellechasse, Alix, Emil, Dudevand, Grenoble, J.B.A., T.A.W., W.F.K., Bladud, Greta Green, Manyar, Shakspeare, Wilts.

Third Class.—J.B.S., G.A.Tann, Fantail Pigeon, Bonnet, J.K., Scavenger, Seraphine Miggs, Self, Phalène, Llewellyn, Duncan, Tete Blanche, C.E.H., C.E.A., Méline, Nailil, Patna, Magnesium, Amor vincit omnia, Orme, Diana, J.M., Le Novice, Lys, E.L.S.B., C.H.T., Emilia, Britannia, Mot, A.K.M.G., Hitch-hurst, A.C.G., Auctor, Felixstowe, Violette, A.M.E.H., Zilpall, Broomstick, Virtutis gloria merces, Utrecht, Rotidé, Candida, Gänseblümchen, Barebones, S.L.S.S., Timber, Eboracensis.

Fourth Class.—K.M.L., Monica, Number 13, Potiphar, Orient, Joseph, Bon Accord, Frederika, D.K., St. Margaret, Puck, D.B., Cuckoo, cos A + sec B, Una, N.E.R., Nebro, Paris, Quill, Lumbie, A.O.C., Prats, Pena.

Fifth Class.—Nuts, Motor, Uriel, Salut, O.A., Quae, S.T.O., Conte, Dimple, Palin, T.Q., Rex, Fabra, M.P., Will, Cant, Weld, T.H.C., Columbine, Tris, California, U.T.

HOLIDAY PRIZE COMPETITIONS.

TEN GUINEAS.

Prizes to the above amount are offered for the following subjects. The full award will not be made unless, in the opinion of independent judges, there are candidates of sufficient merit, but a minimum of Five Guineas is guaranteed:—

DRAWING.

1. An architectural sketch in black and white or sepia.
2. A water-colour landscape.
3. A sketch of school-life, adapted for an illustration.

PHOTOGRAPHS.

1. A study of wild flowers *in situ*.
 2. A study of animal life—birds, butterflies, &c.
 3. A landscape or seascape.
 4. A snap shot showing objects in motion.
- In each of these classes as many as three photographs may be sent. The photographs should lend themselves for reproduction as slides for use in natural history or geography lessons.

LITERARY.

1. An original verse translation of any short French or German lyric.
 2. A parody of any living poet.
- No entries will be received after September 16. Photographs (except those of prize-winners) and drawings will be returned if accompanied by a stamped and addressed wrapper.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

All competitions must reach the Office by September 16, addressed "Prize Editor," THE JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C.

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OCCASIONAL NOTES.

THE College of Preceptors does not show its best side at half-yearly meetings. We had expected a full-dress debate on the Federation scheme, but the proceedings

The End of the Federated College.

suggested rather a Fiscal night in the House of Commons. Utterly futile questions were introduced by speeches of inordinate length, and when at last the Federation paragraph (quoted in last month's "Notes") was reached the point of order was raised whether Canon Bell should be allowed to read his "half sheet of note paper." Canon Bell announced that the seven associations invited had all given in their adhesion and undertaken to subscribe for five years an aggregate of £350. There was, he stated, no possibility of exacting a higher contribution, and he urged the College not to reject an alliance which would help the College financially and add enormously to its prestige. In particular, he appealed to private-school masters whose cause the federative bodies had espoused. The appeal fell on deaf ears. The meeting, taking their cue from the Council's report, had evidently come to bury Caesar, not to praise him; and no one attempted to reply to Mr. James Wilson, who, enforcing Mr. Haldane's opinion, pronounced it inconceivable that the Privy Council should grant a charter to a body one of whose professed objects was to resist the encroachments of the State and the Local Education Authorities.

SCOTLAND has just cause of complaint against the Government—not, like Wales, on account of what it has done, but of what it has left undone. Prof. Darroch

The Scotch Education Bill.

expressed the universal sentiment of his countrymen when he spoke of "two years of labour lost, two years of abortive conferences, two years of weary pilgrimages to London." And the pity of it is that it needed but a little more backbone in the Prime Minister, an earlier introduction of the Bill, or even a declaration that, if needs be, the twelfth of August

would be sacrificed to secure the passing of a great national measure approved in its main features by the whole nation. As it is, Scotland is in worse plight than if the Bill had never been mooted; for moribund educational authorities have naturally held their hand and thought only of leaving an unencumbered estate to their successors. Thus, there is at the present moment an accumulation of £100,000 earmarked for the purposes of higher education, and the Department will have to decide whether this is to be distributed among existing School Boards or to be reserved in the hope that the Bill will be passed next Session.

THE natural tendency of the Education Estimates is to increase automatically in spite of the economy of the Board. The sum asked for this year is upwards of twelve and a half millions. In itself this sounds a large figure; but when it is apportioned no single locality feels that it is treated with overwhelming liberality. At the same time the rates are going up, and there is every indication that still more money must be spent on education. Growls and grumbles are heard here and there, but there is no sign that the nation really grudges the money spent on its schools, if only it is convinced that the money is wisely spent. Parliament, and through Parliament the country, is anxious to hear an exposition of the policy of the Board couched in such terms that the man in the street can grasp the significance of a great national work. It is in meeting this just expectation that we find Sir William Anson a little disappointing. Instead of technical details of the mysteries of grants and the puzzles of the Code, we looked for a general statement of the policy of the Board in dealing with the enormously important question of national education, a concise account of what had been accomplished, and a forecast of the immediate future.

SIR WILLIAM tells us that there has been a large increase in the Inspectorate and that a beginning has been made of an organization that will keep the Board fully informed on all points of educational work.

The Board's Eyes and Ears.

He is anxious that the Inspectors should not be classified in water-tight divisions; at the same time he admits the need of specialization by saying that "it is quite impossible for the same men or women to pronounce a satisfactory opinion on the condition of a technical institute, an old grammar school, a teachers' centre, or infants' department of a Council school." We are not quite sure that we agree to this dictum. It may well be that the same man, after due experience of course, may pronounce a confident opinion on any type of educational institution, and that to limit a man to one sort of school is to run the risk of a narrower judgment. Besides the Inspectorate as sources of information for the Board, there are the Consultative Committee and the Office of Special Inquiries. These two departments were just mentioned in passing, but we were not told what they have been doing or what it is proposed that they should do. The deliberations of the Consultative Committee are private and confidential, but the results of these deliberations might surely be made known. And it is amazing that nothing is said of the office that should be the general intelligence department of the Board.

IN regard to the administration of secondary schools two points have recently been much in dispute between the Local Authorities and the Board: these are concerned with governing bodies and with fees. Sir William passes airily over the matter by saying with regard to the first point

Governors and Fees.

that Local Authorities are coming to see the wisdom of appointing governing bodies. We doubt if this can be viewed as more than a pious aspiration. Though we cordially support the Board in their efforts to maintain the dignity of governing bodies, we also recognize that in certain localities either the constitution of the governing body must be enlarged so as to include the oversight of all higher education in the given area, or else proper co-ordination will be impossible. There is another point: if the Local Authority keeps the financial control of a secondary school that it maintains (as indeed it ought), the governors, shorn of financial responsibility, will at the same time lose much of their position and influence. As to fees, we are told that the Board cares nothing for fees as fees, and that no principle is involved. So long as the Authority can show the probability of an income sufficient to maintain the school adequately, the Board are content merely to advocate, and not to insist upon, the charging of fees to parents. The question seems to us a bigger one than this implies, and we should have been glad if Sir William had declared a fixed policy. But the word "secondary" now includes at least three distinct grades of schools, as differentiated by the leaving age of the pupils; so that the matter has become complicated and cannot be settled off-hand.

WHAT is a first-grade school? Dissatisfied with the definition of the 1868 Commissioners—one that keeps its pupils until the age of eighteen or nineteen and

A First-Grade School.

prepares an adequate proportion for the ancient Universities—*School* lays down one essential and eight minor characteristics. A first-grade school, we are told, must be strong in classics, fairly strong in mathematics, while science and modern languages are of minor importance. The lesser points are high fees, entrance scholarships not open to elementary schools, and predominance of boarders, large numbers ("many approaching a thousand"), non-local character, non-receipt of local or central grants. The existing number of such schools is reckoned at 120, and (here we agree) the supply is sufficient. The attempt to reclassify schools is praiseworthy, but it seems to us monstrous to attach a term which, according to the writer himself, should have an educational, not a social, connotation to a particular type of school which no one would uphold as the ideal school of the future. Our ideal, as we picture it, is a day school of not more than three hundred boys, with modern subjects—in particular, English—as the basis, and bifurcation in the higher forms between classics and science, either holding equal rank. Are such schools, which we hope to see increase and multiply, to be classed as second-grade and, like Tristram Shandy, be weighted in the cradle with a vulgar appellation?

UNDER the innocuous title of "Holiday Tasks" the Warden of Bradfield College discusses, in the *School World*, a fundamental question of school organization—the

School Terms and Holidays.

arrangement of school terms and holidays. He holds—and we agree—that the modern division of the year into three terms, with a break in summer of from six to eight weeks, is bad husbandry and wasteful of a boy's mental energy. On the one hand, as every schoolmaster will bear witness, after nine or ten weeks both boys and masters tend to become stale; on the other, the serious work done in vacation by candidates preparing for some special examination with no deleterious effects shows that there is no need for boys' minds to lie fallow for seven or eight consecutive weeks each year. The fact is that the present arrangement has

been made to suit the convenience of masters and, in particular, of house masters. Dr. Gray, however, omits to point the moral. A recurrence to four terms (Dr. Gray would have five) and shorter holidays is only possible with a return to day schools.

AT an Oxford meeting of the Association to promote the Higher Education of Working Men the Bishop of Hereford renewed his plea for an extension of evening continuation schools. He enlarged on the enormous waste under our present truncated educational system—"a waste so great as to constitute an act of national folly"; and, as a first step towards amendment, he suggested that Local Authorities throughout the country should be given, at any rate, the power to make education continuous up to the age of seventeen. The actual resolution that he moved was a petition to the Board of Education to ascertain from Local Education Authorities how far, and under what conditions, employers and employed in their respective areas would welcome legislation having for its ultimate object compulsory attendance at evening schools, but he evidently had not much faith in his own resolution. Like the country doctor's prescription for a malady he failed to diagnose, it might do some good and could do no possible harm. The fact is, as Dr. Percival clearly sees, that the initiative must come from the centre. Should we have compulsory day education to-day if the option had been left to Local Authorities?

THE "Suggestions for the consideration of Teachers and others concerned in the work of Public Elementary Schools" are couched for the most part in the modest form of tentative inquiry. This is a welcome change from the older form of document in which "My Lords" will was automatically forced upon the humble teacher.

In this volume the teacher is taken into the confidence of the Board. He is urged to remember his high calling, to realize the importance of his opportunities, to bring his reason to bear upon his work, to criticize the suggestions of the Board, and to strike out a line for himself after consultation with the Board's Inspector. The introduction and the chapters dealing with various subjects of the curriculum, compiled no doubt by members of the inspectorial staff, form in themselves a justification for the existence of the Inspectorate. Certain details may be a matter of experience (which varies with conditions) and of opinion. But the general effect of the publication cannot fail to be both helpful and stimulating. It seems to us to sum up the best experience of the best teachers. We have no space in this column to do more than indicate the value of the volume and to say that it will repay careful study on the part of all teachers in whatever grade of school, and of all members of Education Committees.

TEACHERS who have had experience in both rural and in urban districts probably feel that the town child is smarter at his work, and is more ready to assimilate new ideas, than the village rustic. But teachers will also agree that precocious smartness is not a quality that leads to permanent satisfaction. The city boy is, indeed, quicker up to a certain point; but it seems that he more readily becomes a slave to convention—he is more inclined to bow to public opinion and to accept the view of the man in the street. The country boy seems at first to be slower; but he is more likely to develop powers of independent observation and reasoning. The superiority of the town

Compulsory Evening Education.

Guide, Philosopher, and Friend.

Urchin or Yokel.

child is, perhaps, one of the many superstitions which we accept without thought just because it has been frequently said. Sir J. Crichton-Browne, in addressing the Conference of Sanitary Inspectors, declared untenable the notion that the city urchin was cleverer and better endowed mentally than the little yokel. Town children were, he declared, precocious up to the age of thirteen or fourteen; and then came to a standstill mentally. Incidentally he uttered a warning to teachers. His view is that any dearth of ability from which the nation is suffering may be ascribed to the artificial production of stupidity. It is to be feared that this is partly a true bill, and that schools do their share in deadening budding intelligence.

THE Board of Education have issued a scheme of inspectorial areas with a list of Inspectors, arranged according to the locality to which they are attached.

The Inspectorate.

There are now nine divisions in England, while Wales forms a tenth division. It is important to notice that henceforward the divisions are the same for all five sections of the Inspectorate. The five sections are elementary, secondary and pupil-teachers' centres, technological and evening schools, art classes, training colleges. The circular argues at length that these distinctions are for the advantage of the Inspectors themselves, who, if each one were made responsible for all kinds of education in his area, would have but a very small district and, consequently, but a narrow range of experience upon which to form a judgment. This might be obviated by changing the districts at frequent intervals. There would be advantages in giving to one Inspector the control of all education in a certain area. The Inspectorate may now be considered complete for the present, *i.e.*, until an increase in the work makes reorganization necessary. There are no Divisional Inspectors for secondary schools; but the Chief Inspector, Mr. Fletcher, and the three Staff Inspectors, Mr. Headlam, Dr. Scott, Mr. Spencer, will not be allocated to any particular district.

IN commenting on the correspondence in the *Times* between Mrs. Humphry Ward and Dr. Percival, we may allow ourselves the satisfaction of saying that both are right. The vacation school has not only come to stay—in large towns, at any rate—but its methods and curriculum will have an influence on the work of the public elementary schools. It is, however, of little avail to argue that, because the cost at Tavistock Place worked out at 1s. 4d. a head, and in Hereford at 8d. only, therefore London is extravagant. We want to know exactly what was given for 8d. and what was given for double the amount. The principal charge is the cost of teaching. Buildings may, of course, be had rent free. As Mrs. Ward works out the figures, there is very little difference in the cost of teaching. For 500 children the cost per hour in London was £2. 14s., and in Hereford £2. 1s. 3d. Mrs. Ward suggests that the London child probably wants rather more supervision than the Hereford child. We hope that the august persons who decide these matters will not lose sight of a suggestion made some time ago by Canon Barnett. He proposed that in London school should go on continuously during the summer; but that for three months there should be a special curriculum, following more or less closely the work of a vacation school, and that during this period both teachers and children should take their holidays in relays.

WE are inclined to welcome a counterblast to the prevailing "workshop" theory of secondary education. In the August number of the *University Review* Sir William

Seeing or Doing.

Ramsay "maintains that to spend several hours a day in practical work is, if not a waste of time, at least a work of supererogation." He goes on to argue that too much stress is laid upon practical work in education nowadays. Ideas of science can be gained from watching experiments and from listening to lectures. It is possible, he thinks, to have quite an intelligent idea of chemistry without ever having handled a test-tube or touched a balance. The admitted object of education is of course not to turn all boys into chemists. That much time is spent in laboratories without a corresponding increase in scientific knowledge is now generally recognized. But we will not admit that preparation of apparatus is a waste of time; and, although much can be done by demonstration and lecture, the average boy will learn more from his own poor attempts than from watching the most perfect manipulation. The natural restlessness of boys and the tendency towards inattention must not be forgotten. There may be to-day too much belief in the workshop in the modern type of school, but, on the other hand, in schools where practical work is absent there is almost always a certain listlessness apparent in the boys, which implies that their natural activities have not sufficient outlet.

SIR RICHARD JEBB as President of the Educational Science Section of the British Association uttered a powerful plea in favour of genuine width and breadth of study as the real function of a University.

The new Culture.

He showed how men of letters admitted the absolute need of a scientific attitude of thought, and how men of science were equally ready to allow the claims of literature. He upheld the ideal of University life in which a man, if he does not study a variety of subjects for purposes of examination, at least mixes with men studying other subjects than his own. In the intercourse of young men outside the lecture room much education is given and received. An institution to deserve the name of University must have schools in several faculties. More than this, some study of literature is essential to the student of science; and the student of literature should take some branch of scientific work. The warning is not unneeded. It is the work of a life-time to master one small department of a branch of knowledge: the temptation is great to neglect all other studies. The point to urge is that the greatest men in literature and in science have felt the need of a wide range of knowledge to enable them to judge properly the section they have made their own. Henry Sidgwick, going beyond Matthew Arnold, said: "Intellectual culture, at the end of the nineteenth century, must include as its most essential element a scientific habit of mind."

THE prefatory note issued with the scheme for teaching hygiene and temperance that the Board of Education has lately published may be said to adopt the tone we are beginning to expect in circulars dating from Whitehall. That is to say, the attempt is made to do away with convention and to give life to what is taught. The teaching of physiology from a text-book is not the best method of inculcating the laws of health. "It must further be remembered," continues the circular, "that living a wholesome physical life is a question of good habits even more than of intellectual convictions." Every one knows how fatally easy it is for a child (also for an adult) to be familiar with and to repeat glibly a rule of conduct in any department of life or work while habitually in practice neglecting its guidance. The circular points out that the teaching of hygiene can be

Hygiene and Temperance.

handled in such a way as to develop intelligence, the reasoning powers, and the like. Such teaching is of course intellectually valuable; but, as regards results in improved health, habit is of the greater importance. "The training of the scholars in the observance of the rules of health should begin by getting them accustomed to rooms which are thoroughly well ventilated, scrupulously clean, and as bright and cheerful as circumstances permit."

THE *Morning Post* reiterates the demand for a general congress of teachers in place of the many sectional meetings that now take place each year. The proposal, as

**A
General Congress
of Teachers.**

an abstract proposition, cannot fail to commend itself to every member of the teaching profession. To carry the plan out in practice has so far proved impossible. That this is the case redounds to the credit of no one concerned. The scoffer may say that the scholastic life does not produce persons of statesmanlike character. Every attempt at union that has hitherto been made has been frustrated either by indifference or by mutual distrust. There exists one body of teachers which by its constitution can include all sorts of teachers in all grades of schools—viz., the Teachers' Guild. This association has the machinery for summoning a general congress of all interested in education. It has, indeed, held important congresses already; but no one can claim that the Guild has the confidence of all sections of schoolmasters and schoolmistresses. We want a man of wide views and eloquent tongue. If Dr. Murray Butler were to dwell among us, he might convince us of our narrow-minded errors. Of any speaker less highly placed the audience either asks: "What axe is he wanting to grind?" or else says: "It is not our axe, and we won't help in the grinding process."

A RECENT advertisement of a vacant head mastership states that the governors provide buildings rent free, a small fixed sum as salary *plus* a capitation payment, and

**"Contracting
out."**

a grant in aid of salaries of assistant masters. The head master appointed will be required to pay his staff, and to take over at a valuation the furniture and effects belonging to his predecessor. This state of affairs is by no means rare, but it is to be hoped that it is becoming less common, and that it will gradually cease to exist. There are two special evils involved. The head master is forced to undertake all financial responsibility, except perhaps the upkeep of the fabric; and the assistant masters are the servants of the head master, who is probably quite unable, from the nature of the conditions, to pay adequate salaries. We venture to think that the action of a governing body in thus farming out the school calls for the investigation of the Board of Education. We are quite sure that the financial responsibility of the school ought to fall upon the governors, who should pay the assistant masters salaries that will ensure competent men. The head master should be free from petty money troubles in order that he may give his whole energies to his legitimate work. Under the system implied in this advertisement it seems impossible to pay proper salaries. If the governors would argue that they have no money and are doing their best under the conditions, we would reply that their duty is to carry on the school, and to raise a sufficient income from fees or from grants of public money, or, failing this, to close the school.

AN analysis of the accounts of the Technical College management committee of the Society of Merchant Venturers of Bristol shows that, roughly speaking, the fees

**Fees for
Higher Education.**

paid by students amount to a third of the total expense; the remainder is made up from endowment and grants. It is not easy to say what proportion fees ought to bear to the cost of education. But, however we may theorize, it seems clear that in the vast majority of institutions for higher education the fees will be very considerably below cost price. At the same time there is a tendency to raise the charge to parents, especially in day schools just below the highest grade of secondary schools. The greater difficulty is found at the lower end of the scale. Children are transferred from free elementary schools to fee-charging schools by means of scholarships. Considering the class of parent here indicated, it seems that, in such cases, the child either gets a scholarship and goes free or else does not go at all. A new grade of secondary school has been rapidly developed, the recruiting ground of which is the same as that of the elementary school. Here, it is obvious, the fee must be very low if the school is to gain its object. In other cases it would appear that in rate-aided schools one third of the total cost per child might be paid by the parent.

THE news that Local Authorities, encouraged by the Board of Education, will refuse to provide school places for children under five years of age has been

**Nurseries or
Schools.**

acclaimed in some quarters as if it swept away by a stroke of the pen all financial troubles. The money set free, without any additional call upon the Treasury, was to remove the intolerable strain upon the ratepayer. The sum saved amounts roughly to £850,000—in itself a comfortable figure. A share of this is the only palliative that the Board has to offer to the overburdened inhabitants of East Ham. The education rate in this borough is 2s. 10d.; the relief proposed comes to 1½d. But, even if it were more, the relief is entirely illusory. In the closely populated districts of large towns experience seems to show that it is not possible for the mother to look after all her babies. Whether this results from the necessity of work or from the weakening of parental responsibility is here beside the point. The fact appears to be as stated. If, then, children under five are excluded from the public elementary school, either the elder sister must stay at home to act as nurse, or else the Local Authority must establish nurseries. The first alternative is contrary to the law: the second is more costly than the provision of school places. The public conscience will not for long endure the sight of infants crawling about the gutters, untended, for the whole day. In the end we shall come to the setting up of public nurseries for children whose mothers cannot tend them. *Crèches* are better in every way than infant schools for children under five, but let us not suppose that they are cheaper.

A PROJECT for the amalgamation of the Tiverton Middle Schools for Boys and Girls with the Technical Science and Art School and Chilcott's School, all in the same town, has been for some time under

**The
Tiverton Scheme.**

the consideration of the Board of Education and of the respective governing bodies concerned. Under the old schemes the power of electing and dismissing assistants lay with the governors. Under the new scheme, which has not yet come into operation, it is provided (Clause 40) that the Head Master shall have the sole power of appointing, and may dismiss at pleasure, all assistant masters. But in Clause 68, under the heading of "Art Department," the power of electing and dismissing the principal teacher and all the assistants is in the hands of the governors alone. Thus the eighteen governors who are to administer the scheme will find themselves in this anomalous

position: with the sole power of appointing and dismissing one part of the staff, and as regards the other part with no voice in the matter. No reason has been suggested for this strange distinction, and, as far as we are aware, no protest has been made.

ESPERANTO has achieved a notable success. The congress of Esperantists at Boulogne has impressed this fact upon the world. We are informed that a quarter of a million people of different nationalities already speak the new language. The president of the British section writes to the *Times* to say that he has conversed in Esperanto with members of the twenty different nationalities assembled in Boulogne, and that he could not distinguish the speakers either by their accent or pronunciation from his fellow-countrymen. This is strong testimony. We should have expected that varying accent and pronunciation would make personal intercourse difficult, however easy it might be to communicate by the written word. In spite of the almost startling development of the new universal language, it is not at present probable (or, indeed, desirable) that it will be introduced into schools. We teach language in schools for many other purposes besides that of enabling the pupil to converse with foreigners. Given a sound linguistic training at school, the young man is readily able to become proficient in any modern foreign language that he finds necessary for his business. But there is no doubt that Esperanto can be more easily learnt than French or Spanish. It is quite conceivable that the new language, while not ousting or attempting to oust other tongues, may become a medium of general communication between the different races of the world, just as Latin at one time was the learned language of all Europe, and French is to-day the language of diplomacy.

WE have received from the London County Council the Third Annual Report of the Horniman Museum at Forest Hill. The efforts of the Museum authorities are directed towards carrying out the somewhat difficult task of making the exhibits usefully accessible to schools and educational societies. A general guide and various sectional handbooks have been prepared. During the year 1904 there were 109 visits of societies, clubs, and schools; of this number the schools account for 97. The information that the Museum is arranged in such a way as to make a school visit a success, and that the authorities are prepared to welcome such visits, ought to increase largely the number in the coming year. The schools that have visited the Museum have been, in the main, public elementary schools; but there is every reason to infer that secondary-school scholars would profit greatly by properly organized visits to a museum. The Horniman Museum is especially strong in natural history.

LOCAL AUTHORITIES.

It has been predicted that one result of educational legislation would be the sweeping away of private schools. The event has not fulfilled the expectation. From Mr. Holland's report on Newport, it appears that private schools account for half the children receiving secondary education in the borough. A comparison with the figures given some twenty-five years ago in the report of the Aberdare Committee shows that private schools in Newport now educate double the number they educated at that date. In Newport, then, the Welsh Act has not hindered the growth of a number of healthy schools in private hands. It is easier to start working upon a clean slate; and in some educa-

tion offices the wish has perhaps outrun the fact. It is clear that in the sphere of primary education the voluntary or non-provided school will continue to survive, just as in the sphere of secondary education the private-venture school will, so far as can be foreseen, hold its own for many years to come. Between the two classes of schools there is this wide difference. The voluntary school, though under private control to a certain limited extent, is subject to the Board of Education's Code and is inspected by the Board's Inspector. The private secondary school need not at present submit to any sort of supervision on the part of an outside authority.

THE inspection of private schools is strongly advocated by Mr. Holland in the report alluded to. In all of Prof. Sadler's recent reports we find the same demand. If private schools will submit to inspection and be content to limit their activities within certain lines, there is undoubtedly a useful future before them. At present the law gives no power to an Education Authority to force an inspection upon an unwilling school. Some private schools are already inspected: others only hesitate on account of the cost. A few feel sufficiently confident of their position to regard inspection as superfluous. Another section—it is hoped a very small one—fear inspection, and, rightly from their point of view, refuse to allow an Inspector to set foot inside their doors. Against such schools the parent deserves to have protection—not so much to prevent him from wasting his own money as for the sake of the children who are to be the future citizens of this country. Any one who has had experience must suspect, if he does not actually know, that there are schools which, though altered according to altered conditions of life to-day, yet deserve a condemnation as severe as that meted out to Dotheboys Hall by Charles Dickens. It might be advisable for the Board of Education to seek powers of compulsory inspection. Education is a matter of too great importance to the nation as a whole to be left entirely without supervision.

IF a Local Authority endeavours to abolish all private schools within its area, a very large expenditure of ratepayers' money will be necessary to repopulate the waste so obtained. Far better will it be to recognize the private school as playing a certain part in the educational scheme and to ensure that the part may be adequately played. The timidity in reference to inspection that some private schools show is founded upon a feeling of distrust that we hope is unjustified. Many excellent head masters and head mistresses dread the visit of an Inspector because they think he will compare their doings with the normal school to which he is accustomed, and not with the ideal which the school aims at attaining. We do not think that Inspectors are so unreasonable. They can recognize merit even when it does not repeat the conventional shibboleth. The initiative which private schools enjoy is invaluable to educational progress, and it need not be endangered by inspection. With the exception of schools of a special type, such as Abbotsholme and her better known daughter, Bedales, it seems that the future policy of private schools is to concentrate their efforts on work preparatory to the public or State-aided schools of all grades.

NEWPORT, in Monmouthshire, more enterprising it would appear than most other boroughs, has obtained a thorough investigation of its educational resources from an educational expert, Mr. J. L. Holland, now Education Secretary in Northamptonshire. The result of the inquiry tends to show that Newport is by no means badly off for schools. The most important are the two intermediate schools for boys and girls respectively. Together they educate nearly three hundred pupils; about a hundred more are educated in what are called in the report "semi-public schools," i.e., schools controlled by religious bodies. Nine private schools account for over four hundred children. In all these schools taken together there were at the time of the inquiry 844 children, or 12 per 1,000 of the population; of these 4.5 per 1,000 were boys, and 7.5 per 1,000 were girls. But, if Mr. Holland finds the schools to be satisfactory as regards equipment, he finds grave cause of complaint against parents and employers. Children enter at any time and leave at any time. Of fifty-one boys who left the intermediate school in the school year 1903-4 only one had remained for the four years of the secondary course; six others entered at twelve or earlier and left at fifteen or earlier; the entrance age of the rest varied from thirteen to fifteen, and the leaving age from fourteen to eighteen. With boys of all ages coming and going every term it is not possible to get the best out of a secondary school.

NEWPORT is governed by the Welsh Intermediate Act, under which, as Mr. Holland points out, it was expected that all private initiative in education would be crushed out. This does not appear to be the case in Newport. In the Report of the Aberdare Committee ten private schools are mentioned, educating 217

day pupils; to-day there are nine private secondary schools educating 408 day pupils (there are also two private schools in addition which are classed as alternative to the public elementary schools). Private schools in Newport, therefore, continue to show vitality; though it must be mentioned that the schools given in the earlier list are not in existence now. Mr. Holland argues that it is to the advantage of the Authority to include private schools in the educational resources of the borough. It is also for the benefit of the inhabitants that there should be some guarantee of the efficiency of these schools. It is therefore recommended that the Authority should offer to pay a part or the whole cost of inspection, and should publish such schools as satisfy the test in the Educational Directory.

A NOTE appended by the Chairman of the Gloucestershire County Council to Mr. Household's report hints that certain contentious matter is to be found which has not been endorsed by the whole Education Committee. If we are right in our surmise, the contention appears to be over the expediency or the possibility of the policy of closing small rural schools and of conveying the children to central schools sufficiently large to ensure good grading, with its result, efficient teaching. Mr. Household's proposed policy seems to us eminently sound in theory. In practice many considerations have to be entertained which make the ideal hard to realize. The school at Saintbury has an average attendance "of about nineteen." There are two schools in the immediate neighbourhood, one $1\frac{1}{2}$ miles distant, the other $1\frac{3}{8}$ miles by road and $\frac{3}{4}$ mile by footpath. The decision to close Saintbury school was met by a petition from the locality so forcible that the Committee rescinded the previous resolution. The arguments advanced were these: the injustice of making children walk further than necessary, and the difficulty of getting labourers in a village where there is no school. Mr. Household gives illustrations from his own county to show that the latter argument is not convincing. The former could of course be met by the provision of conveyances. The further argument in favour of his views that Mr. Household advances, to the effect that education in very small schools cannot be efficient without an enormous expenditure on staff, is incontrovertible, and only needs time to win general acceptance.

THE citizens of Exeter have some reason to feel satisfaction in the results of Prof. Sadler's inquiry into the educational resources of the town. Out of a population of 47,185 it is shown that 1,174 children are being educated in public and private secondary schools. This works out at 24·8 per 1,000 of population, a higher rate than is to be found in the figures available for Germany and other parts of England. Only about 10 per cent. are boarders; so it is evident that Exeter possesses good provision for secondary education, and that full advantage is taken by the inhabitants. Yet Prof. Sadler finds it necessary to recommend the establishment of an additional school of a higher elementary type for boys and girls. This would not injure the existing middle- and first-grade schools. The chief need in the latter schools seems to be more money for salaries. In both the first-grade schools it is recommended that the fees should be raised. The Grammar School fee is already £18 a year for boys over thirteen, and the High School charges £15 for girls over ten. But for parents who cannot afford these fees there are the middle schools. In the Episcopal Middle School for Girls the average salary of the assistant mistresses is £63 a year. Prof. Sadler expresses the opinion that, if the figure were doubled, it would not be excessive.

THE Staffordshire Education Committee has come to an arrangement with the Education Committee of Dudley for the conduct of a joint centre at Dudley. The Board of Management will consist of twelve members: five representing the borough and seven the county. The managers are to pay rent to the Borough Council for the use of the Technical School, and each party to the agreement is to pay the cost of their respective pupils in proportion to the numbers. There seems to be a difficulty in the way of the formation of a centre for boys at the Dudley Grammar School, as the report states that negotiations have not yet been successful. It must be a matter of regret that the governors of Lichfield Grammar School will have nothing to do with pupil-teachers at present. This is the text of their communication to the Education Committee of the county. "The governors, as at present advised, are unable to consent to the introduction of pupil-teachers, but trust to be able at a future time to continue the education of any candidates previously educated at the school."

WITHOUT being agricultural experts we may gather that much useful work is carried out by the Agricultural Education Committee of the Wilts County Council. The itinerant Butter School has been in great demand. Six centres have been visited with a total of sixty-four pupils. Frequent desire is expressed for instruction in cheese-making, but an

attendance of two pupils at one of the centres is rather discouraging. Other sides of the Committee's work are concerned with bee culture, lectures and demonstrations at shows, poultry instruction, gardening, and the establishment of summer courses for teachers. Another Committee makes a report on fertilizers and feeding stuffs.

As we anticipated last month, Mr. Ramsay Nares has been appointed Chief Secretary to the Education Committee of Surrey. Mr. Nares had previously practised as a solicitor. The new Assistant Secretary is Mr. W. W. Finny, from the Education Office of the county of Bedford. He is a graduate of Oxford and a barrister-at-law.

AN AMENDED SCHEME FOR THE LONDON CHARLOTTENBURG.

By Dr. A. DU PRÉ DENNING.

MAINLY as the direct result of years of earnest advocacy by eminent men of science and repeated object-lessons from abroad of the advantages which early follow national sacrifices on behalf of education in order to provide trained intellects to carry on the business of the country in the markets and manufacturing of the world, we now find to-day that there is an almost complete unanimity of opinion as to the paramount importance of higher scientific training for the citizens of a nation which hopes to maintain a foremost position in the industrial and commercial pursuits of the universe. Quite recently the Treasury has increased its contribution to the upkeep of our Universities and colleges—it is true that the sum thus provided for the higher education of the whole country is, however, only of the same order as that given by the German State to the University of Berlin alone. Whilst at the last annual dinner of the Institution of Mining and Metallurgy Lord Londonderry, the President of the Board of Education, referring to the "Preliminary Report of the Departmental Committee on the Royal College of Science, &c.," remarked that the Government had definitely informed the Committee that, provided satisfactory arrangements can be arrived at for the due consideration of the work of the various higher scientific teaching institutions in London and elsewhere, and provided that guarantees are obtained for the adequate management of what will practically be a congeries of highly organized technical courses, and for the provision of a thoroughly satisfactory annual income for the upkeep of a great centre for this higher work—the Government is prepared to entrust the management of the Royal College of Science and the Royal School of Mines to a committee to be newly established for the purpose. Lord Londonderry further announced that he had good grounds for believing that the Chancellor of the Exchequer would most likely "see his way to make a reasonable increase in the sums at present devoted towards the expenses of the Royal College of Science, so that the College in its immensely enhanced possibilities of usefulness, owing to its large new buildings, may bring to the common aid, so to speak, not only its fabric and its excellent equipment, but also a satisfactory income as a substantial contribution to what must be a heavy annual expenditure involved in the great work to be carried through."

Briefly, then, this Preliminary Report, which is thus so favourably viewed by the Board of Education, but which on one important point has been strongly criticized in the *Times* by no less an educational expert than Prof. Karl Pearson, contains the nucleus of a scheme for the establishment of a great Imperial technical school at South Kensington—a "London Charlottenburg"—which shall comprise the Royal College of Science, the Royal School of Mines, and the Central Technical College, together with new developments on a site of not less than four acres of land near South Kensington, with an expenditure of not less than £100,000 for buildings and initial equipment.

As each succeeding year is bound to see the subsequent migration of a continuously increasing proportion of the pupils of secondary schools to such institutions as the one in question, a brief discussion of the present scheme and of its acknowledged prototype may prove of more than passing interest to members of the scholastic profession.

Originally founded as an academy for architects and surveyors in 1799, and housed in the heart of Berlin itself, the Technische Hochschule, Berlin—this is the official German title—was gradually enlarged to keep pace with the developments of technical science, until, in 1884, it was transferred to its present magnificent building in Charlottenburg, and has by degrees arrived at that kind of organization which we are now accustomed to associate with the highest form of technical education. The connexion of the institution with electrical engineering, for example, however, dates back only from 1882, when Prof. Slaby began with a lecture course of two hours weekly on "Electric Power Machines"—mainly as the outcome of a suggestion made by the late Werner von Siemens before the then newly constituted Electrical Society of Berlin. "It is much to be desired that knowledge of electro-technics should be more widely diffused. To this end all technical colleges, at least all technical high schools, should establish chairs for electro-technics, so that the new technical generation may become familiar with the theory of electricity and its practical applications." Now, after some twenty years, we all readily admit the full force of such advice and see around us its almost universal adoption in the world's great centres of education.

These lectures of Prof. Slaby were so largely attended that the Prussian Minister of Public Education (the Charlottenburg High School is a State institution) decreed in 1884 an extension to four hours a week, and at the same time granted £1,400 for the fitting up of an electrical laboratory. It is true this laboratory began in a very modest way, but it has since been gradually enlarged and developed as the number of students has increased, until last winter *Semester* (1904-5) the total number of students who worked in it was 367, whilst the maximum number of students it can simultaneously accommodate is approximately 100. It speaks well for the perfect organization of the laboratory and, necessarily, strict adherence to a carefully worked out time-table when it is remembered that during the winter *Semester* each student makes on an average some twenty-five prescribed tests, which may vary from the measurement of the resistance of a piece of wire to the complete investigation of the electrical qualities of a three-phase motor. Though this, perhaps, is not the place for such technical detail, yet its insertion may serve to indicate the scope of the work undertaken in this one department, which, besides the general electrical lectures, also provides special lectures on the design of electrical machinery, design and management of central power stations, electrical railways, &c. In other departments, again, the same high standard of organization and work is likewise to be found.

So much for Berlin. But now the question naturally arises: How does London compare with Berlin in this respect, and to what extent may the proposed scheme be expected to affect the present higher technical institutions both in London and in the provinces?

It is, perhaps, only too true that the generality of people who glibly talk about German "Charlottenburgs" and American "Massachusetts Institutes" very much underestimate the excellent groundwork for technical careers which is supplied by such institutions as University College, King's College, the Royal College of Science, the City and Guilds Institutes, the Northampton Institute, and several other large polytechnics, &c. As far as they go—and they generally go as far as their means can possibly allow them—they undoubtedly supply a good initial training; but it is often *only* initial. A German professor of high standing in scientific circles once told the writer that he had repeatedly found that the English students who came to his laboratory had a more thorough and a better general knowledge of the principles of their particular branch of study than German students of the same age, but that they were very much slower and more backward in grasping the underlying principles of research work. This he ascribed—and probably rightly—to the differences in the methods of teaching science subjects in England and Germany. And it is precisely here that the technical institutions mentioned above may be said to be most behindhand, though in the main because they, as isolated units, have not the necessary means at their disposal of properly fitting and maintaining up-to-date workshops and laboratories, containing really good specimens of the most modern machinery, &c., so that their students may realize to the full the many practical and everyday applications of the principles they have had drilled into them in the earlier stages of their training, and be encouraged to attempt still further

applications and advances on their own initiative, as new openings arise or are made—in short, that their students may be keenly stimulated to think freely and to think hard in the interests of our national commercial prosperity. This, we may take it, must always be the main end and object of all such schemes as that sketched out by the Departmental Committee in their Preliminary Report, namely, ample provision to be made for securing a sound scientific groundwork and special buildings to be erected for such purposes as power stations, halls of machinery, &c., "for advanced instruction and research in science, especially in its applications to industry," as is stated in Section II. of the Report. And for such work we may well imagine that none but men of the highest scientific and academic distinction can and will be engaged.

Up to this point practically every advocate of increased educational facilities can have nothing but words of praise for so far-reaching a scheme. But the form of control suggested in the present instance is most certain to meet with adverse criticism and disapproval from several authoritative quarters—though probably no one will put the matter more clearly than Prof. Pearson has done, to whose excellent letter to the *Times* on this point reference has already been made.

It certainly seems irrational that there should be in one city, within a stone's throw of each other, two almost independent and separate institutions, the one partially State aided and the other mainly State supported, whose chief functions will to a great extent overlap, since to each is to be entrusted the care of the highest forms of scientific education in the Metropolis.

The University, on the one hand, will grant degrees to its successful students; the new body presumably diplomas or associateships. University College and King's College will be constituent colleges of London University, and as such will doubtless desire to send their engineering and technical students through degree courses, although, in Section III. (7) of the Report, the possibility of "the transfer or enlargement of part of the work" of either or both of these colleges is expressly suggested. Or is it intended that the students of the projected institution shall be prepared for the University degrees as their final or qualifying examinations? If not, what must eventually become of the University Engineering Faculty? It can hardly hope to be a very flourishing or go-ahead branch of the University if pitted against the greater resources of an Imperial technical institution. As Prof. Pearson has pointed out, the technical instruction of the higher kind in London must ultimately, if the present proposals of a "newly established" governing committee be adopted, pass out of the control of the University, and thus make a breach between technical and academic students, which is wholly undesirable, and is already being recognized by the best thought in Germany to be a mistake.

Moreover, we are told that it may be necessary hereafter to limit the instruction to "the higher branches of pure and applied science." But the former has long been recognized as a necessary function of a University! No, unquestionably the ideal plan for any big educational centre such as London is the "one University controlling both the academic and the higher technical sides." And the present is undoubtedly an opportune time for some properly arranged federation of existing institutions imparting advanced technical knowledge in London. It would, moreover, be possible to do this in such a way that London, with its immense resources and present large supply of "raw material," could have a "Charlottenburg" far surpassing that of Berlin, both in point of organization and of adaptability to the personal convenience of the inhabitants, and which would at the same time be under the control of the most highly qualified educational authority in the city.

The fact that the Departmental Committee have at this stage presented an interim report may perhaps, without undue presumption, be regarded as an invitation to the educational world to enter upon a general debate on an at present open and important question. Under these circumstances the following suggestion may be possibly permitted as a kind of amendment:—The Departmental Committee to appoint a small special committee to co-operate with a special committee appointed by the University Engineering Faculty: this joint committee to take some recognized four- or five-year engineering degree course, say, that of the University of London, combined perhaps with that of Birmingham and Manchester, and then to proceed to draw up a list showing how many institutions in London could

satisfactorily instruct students in the first year after matriculation, say, in mathematics, physics, chemistry, simple engineering drawing, and workshop—these would probably be some twenty in number; and then how many could prepare during the second year, which might have to include mathematics, geology, metallurgy, machine construction, distribution of electricity, &c., and workshop training—these would probably be upwards of ten in number; similarly for the third year, which might, for example, deal in the main with the strength of materials, hydraulics, machine design, advanced electricity, &c.—these might be some five in number; whilst all who were left in the fourth or fifth year might conceivably be obliged to confine themselves to two or perhaps one particular building, in which some special provision had been made for the more highly specialized applications of, say, “engineering to railway, dock, or hydraulic work, or to electric traction, lighting, or electro-chemistry, &c.” These latter would doubtless be best housed in the proposed new buildings on the four-acre space: it is of course possible that one or other of the existing buildings might prove admirably adaptable to some one particular kind of such advanced work. In point of fact, these very advanced sections would be to the applied science student what the hospitals are to the medical student.

The Joint Committee’s “amendment” report would then be submitted and considered by the Departmental Committee, or passed on by them to the Board of Education, the University of London, and the London County Council for consideration. If it were received favourably, delegates might be straightway appointed to study the best kind of fittings, &c., for the special buildings to be erected on the four-acre site, and to report upon institutions capable of undertaking any of the prescribed courses.

From an educational point of view, such a scheme would have enormous advantages for the applied science student; for, although in his first year he would be free to choose the most convenient of some twenty officially recognized places dotted about London, he would not be differentiated from the pure science student and the future medical man; in his second year, and to some extent in his third, he would still come into frequent contact with men intending to follow careers other than his own, and would thus avoid the narrowing influence of the “segregation” of technological students. His full course would probably be taken at some three, or may be four, different institutions, the new surroundings of which would usually in themselves prove an educating and broadening influence of no mean weight in cultivating powers of observation, &c. It might perhaps eventually with advantage be arranged that the mining student be free to spend one session in the model mine at Birmingham University, or an engineering student might receive permission from his Faculty to spend a year at Manchester. It is hardly necessary to refer to the inestimable educative value which the highest German educationalists attach to the peripatetic freedom granted to German University students, nor to remark that similar freedom is allowed to Scotch University students.

Such a system as the foregoing should, if well organized, obviously prove the most economical and theoretically the best way of imparting the most advanced technological knowledge to London students, and would moreover have the advantage of causing a very healthy state of quasi-rivalry and competition among the constituent colleges of the federation, since the governing body of each would strive to keep their different departments well equipped, both with good apparatus and, most important of all, good lecturers—the good lecturer under such a system would soon become well known, and his lectures popular and well attended.

Naturally, those laboratory and lecture courses acknowledged by the University would be subject to some sort of inspection or supervision by a properly qualified officer appointed either by the University or by the Board of Education: but otherwise it would seem advisable to allow each present governing body, possibly with certain additional representatives, to have a free hand in managing its own internal affairs.

Although the whole would eventually be incorporated in the University of London, this should not deter the Treasury and the Board of Education from according it just as much support as if it were to be an independent Imperial technical institution. The proper provision for this kind of education must as years go by become more and more one of the most, if not the most, important duties of every progressive State, being, as Mr. Chamberlain

has said, “the most profitable of all investment we can make in that direction [education].” And it is only right and proper that the first object of the State’s support for this purpose should be in a district within easy reach of something like one-sixth of the entire British population, and where so many applications of this kind of knowledge are rapidly and increasingly becoming matters of everyday necessity. The subsequent objects of the State’s further support would next naturally be the wider development of the higher educational resources of other congested industrial centres. For one Imperial technical institute *cannot* for long supply the educational needs of coming generations.

There is one other point in connexion with institutions of this kind that might be mentioned in conclusion. The Government has long taken many of her most capable engineers from them, because they offer the best facilities for obtaining the soundest scientific training the country can provide. Might she not be well advised to consider the idea of training her future naval and military officers in immediate connexion with the higher technical sides of our Universities; for modern warfare has now become essentially a scientific game? If such training were adopted—and it might easily be cheaper, and undoubtedly more thorough than the present form—we should no longer have to listen quietly to such condemnatory and well founded speeches as that of Lord Roberts before the London Chamber of Commerce—“Higher education and scientific study must be applied to the arts of war as well as those of peace if our country is to occupy a position in the first rank of progressive nations.”

BOARD AND LODGING.

THE COMPLETE HOUSE MASTER.

OF the leading nations of the world, England is probably the worst off as regards household cookery. In few countries are families fed on food that is so little varied and yet so extravagant, so badly prepared and yet so much considered. With more servants than a Continental family, an English family is worse catered for.

If this is true of private cooking in families, it is likely to be so in most institutions in which large numbers are boarded and in which the inmates are unable to obtain redress by appeal to disinterested parties. There are, indeed, establishments in which the board and lodging are better than the boarders have a right to expect, but these are—the workhouses! Workhouses are relatively, if not absolutely, better arranged, so far as sanitation, food, and lodging go, than many boarding schools. Let the doubter compare some examples of each, and see for himself.

I am only concerned now with boarding houses for older boys—not with preparatory schools, which are often as much inclined to coddle as other schools are to do the opposite. There is no question here, of course, of wishing to turn schools into hospitals for sick children or into refuges for pampered gluttons; but, as things are in too many “houses,” the living and sleeping rooms, the sanitary and feeding arrangements, are not such as to ensure a proper development in growing boys, and would not be passed by any inspector. A bath twice in three weeks, for other purposes a tap at a sink, are not conducive to personal cleanliness. Badly ventilated cupboards to work in are unhealthy, even though they are dignified by the name of “studies.”

Some people still express satisfaction with the present state of accommodation and feeding provided for boys at school, and there are certain schools beyond reproach; but it may be suggested that most of these complacent people are contented either from ignorance or from loyalty to tradition. Or, to put things in a different light, if the domestic arrangements obtaining at the average boarding house are sufficient, then the fees charged are extortionate. It is admitted that house masters with houses of forty boys or more make a profit of £20 to £35 a head yearly—that is, of about 50 to 75 per cent. These profits are out of all proportion to the duties performed in return for them. But a house master may plead: I have had to buy my house from my predecessor, and must recoup myself. The obvious reply is that a vicious system of providing houses, which induces extortion, is evidence that arrangements for boarding boys at schools are not only imperfect, but immoral.

Let us imagine that we have built an ideal boarding house, with living, working, eating, and sleeping accommodation, well ventilated and roomy, with plenty of baths and lavatories; plain, if you like, but not in painful contrast to the part of the house intended for the house master. Sunshine and daylight, fresh air and plenty of water, wholesome, sufficient, and well cooked food are not luxuries for boys whose parents can afford to send them to a boarding house such as we are discussing, but necessities that one has a right to expect from a school that professes to stand to its pupils *in loco parentis*.

It is absurd to say that attention to details of this kind is likely to turn out boys who are unfitted to cope with the stern realities of life in later years. A Spartan system does harm to weaklings and no good to the healthy. Boys are not necessarily manly because they rarely wash their hands or brush their hair. Good manners are not acquired instinctively by the habit of always wearing flannels. Callousness and indifference are the more usual results.

So much for the house: of what kind should its chief be? The house master must be a married man, preferably with children: his wife, like the wife of the country parson, must be prepared to take a considerable share in the economy of the community in question. We may say, in passing, that few men are capable of teaching and looking after boys, who have not the experience from seeing children grow up near them from babyhood. The work of a house master is more domestic than scholarly, unless his school is a mere "knowledge shop," simply designed to produce "results" in order to glorify the teacher. It must be recognized that a good teacher is not always a good manager of a house, and, consequently, the house master must be carefully chosen, not selected by seniority. The head of a house should not have so much school work to do that he has no time to attend to his boys, and, particularly, to take frequent looks round "preparation." What goes on in "out of school" hours may do more good (or harm) than what is done in form.

The house should not be designed for more than twenty-five boys. Such a number of boarders lends itself to control, and can be worked with profit. Further, several small houses at a school make for a more healthy rivalry than two or three large houses, and also offer prospects to a greater number of aspiring hotel-keepers. With a large house of sixty proper feeding becomes more difficult, sanitation and supervision increasingly worse.

As it is difficult to plan the time-table of a house apart from the school time-table, let us assume that the working hours are 7.15 to 8, 9.15 to 1, with an interval, and 4 to 6 on three afternoons in the week. In this case the meals will be: 7, porridge, or milk and biscuits; 8, breakfast—tea, bread and butter or marmalade, with fish, meat, or eggs; 1, dinner—meat, vegetables, and pudding; 6, tea—bread and butter, jam, buns or cake; 8.30, supper—soup and bread, biscuits and milk, or light puddings. Junior boys would be exempt from the first or last of these meals. The food supplied must be good, the amount unlimited. Liberal diet does not mean an allowance of half-an-ounce of butter each daily and one sardine for breakfast. The meat may be frozen and the butter Danish, but there must be plenty of good vegetables, and such a nasty compound as jam made of glucose, colouring matter, and fig-seeds must be excluded from the bill of fare. Boarders should not be allowed "private grub" of any kind, though of course some feeding in studies may be permitted. To insure proper cooking, and in order to make the boarding-house life a family life, the house master and his wife must take their meals with the boys and must fare like them, except at supper. If the food is not good enough for him and his wife, it is not good enough for the boys. The house master has accepted the responsibility of looking after boarders; he must not shirk his duty and allow his house tutor to do his work for him. During term time the temptations of a cosy afternoon tea in the study and a nice little late dinner must be resisted. One of the nuisances of a house master's life is that he is virtually a lodging-house keeper, and as such he must attend to his lodgers and their moral and bodily welfare. Many people will consider it derogatory to place a schoolmaster on a level with a confectioner, and so it may be—but that is another story. My aim at present is to show that a boarding house can be managed on civilized lines and return a profit that ought to satisfy all but covetous persons.

Writing in general terms one can only draw up an approximate budget. To strike an accurate balance one needs to know exactly what rent and taxes are, how long the holidays last, what the arrangements are with the house master, whether contributions have to be paid to the school sanatorium, and the like. Still, one who has had experience can arrive at a rough estimate of the expenses of feeding and lodging a house of twenty-five boarders, irrespective of the purely family expenses of the house master:—servants (matron, cook, three maids, boy), wages, board, washing, for fifty-two weeks, £237; board of twenty-five boys, of master, wife, and house tutor, £474; proportion of rent and taxes, £150; depreciation, washing, coal, £50—total, £911. It is assumed that medical attendance and personal washing are paid for by the boarders.

If we take the low boarding fee of £45 a year, we find that twenty-five boys' payments amount to £1,125. The balance, or profit, therefore is £214, about 25 per cent. on the outlay. The master will actually derive a greater benefit than these figures show, as many advantages from the use of the house and servants will accrue to him which cannot be accounted for.

Two deductions may be drawn: (1) that it is quite possible to cater for boarders in a civilized fashion on moderate fees; and (2) that many house masters make unduly large profits; an equivalent of, say, £300 a year ought to be quite enough recompense for helping to look after boys out of school for thirty-nine weeks, at most, out of fifty-two.

If, then, the present system is bad, but not bad because it cannot be made to pay, what is the remedy? As usual, it is a question of supply and demand. If parents insisted on more healthy conditions, they would soon find schools ready to provide what they asked for. Further, discomfort is in many cases traditional in schools, just as dirt is with the Eskimo, but it is not any the more desirable. Boys are unable to judge what constitutes a healthy dwelling place, and are therefore apt to be satisfied with insanitary surroundings if they are attached to a well known school. Inspectors are not often admitted to see the miserable lodgings for which perhaps £60 a year are paid. Public opinion is the only cure for a serious and little understood evil.

CORRESPONDENCE.

PROF. SADLER'S HAMPSHIRE REPORT.

To the Editor of The Journal of Education.

SIR,—Mrs. Heygate seems to have written to you before fully acquainting herself with the bearing of the recommendations which I have made to the Hampshire County Council in regard to the educational needs of Aldershot.

Her letter implies that I have ignored her school, and that I have suggested to the County Council a course of action which would "ruthlessly crush it out of existence." I am glad to be able to reassure her and your readers on both of these points. Nothing has been further from my purpose than to disregard or injure Mrs. Heygate's work, of which I received favourable reports from my colleague Mr. Holland and from other quarters.

My inquiry led me to the conclusion that, so far as secondary education is concerned, the present needs of Aldershot are sufficiently met by the schools which already exist in the town or lie within easy reach of it. Instead, therefore, of recommending the foundation of a new public secondary school in Aldershot, I have advised the establishment of a higher elementary school, the need for which seems to me to be pressing. I see no reason to think that the establishment of such a school will injure the work which is being done by Mrs. Heygate, and I was glad to find when I visited Aldershot that she agreed with me in this opinion.

I did not mention Mrs. Heygate's or other private schools by name, because I had not found it necessary to suggest to the County Committee a course of action which would interfere with their work, and therefore had no occasion to introduce into my published report a detailed description of their premises, curricula, and examination results. But so far as I am ignoring the work of these schools that, after carefully taking their labours into account, I found myself able to suggest a policy which, if it is adopted, will not subject existing efficient

secondary schools in or near Aldershot to unnecessary competition.

I am at a loss, therefore, to understand on what ground Mrs. Heygate can charge me with having done her individual school "incalculable injury," and I am sure that on reflection she will regret having used these words.

A short paragraph in which I refer to existing schools seems to have been misunderstood by her. Hers is not one of the schools to which I allude as giving a preparatory education to children who will be sent later to boarding schools. The next sentence should have run: "Those boys and girls resident in Aldershot who desire a *public* secondary education up to sixteen years and onwards can conveniently continue to go to the secondary schools in Farnham." In estimating the need for public secondary education in Aldershot it would be wasteful to overlook the excellent opportunities furnished by the Grammar Schools for boys and for girls at Farnham, which, though it lies beyond the Hampshire border, is within very easy reach of Aldershot. Mrs. Heygate is imperfectly informed as to the use already made by Aldershot parents of the public secondary schools at Farnham. In June, 1904, the period to which my report refers, several boys and girls from Aldershot were attending the schools in question, and I shall be surprised if the number does not tend to increase.

The reader of the reports which I have prepared for the Hampshire County Council and for other Education Authorities will not suspect me of any wish to disparage the value of private initiative in secondary education. In all the reports which I have written I have urged that it will be just and wise for the Local Authority to give public recognition, and in some cases appropriate kinds of aid, to private schools which prove to the satisfaction of an impartial authority the efficiency of their work and the healthiness of the conditions under which that work is done. Furthermore, in the three cases (of which Aldershot is not one) where the necessary reorganization or development of secondary education in Hampshire will affect the interests of private-school teachers who are already doing efficient work, I have recommended to the County Council a

course of action which will, if adopted, protect the teachers in question from injury and loss, while at the same time retaining for the public their experience in secondary education.—Yours faithfully,

MICHAEL E. SADLER.

GYMNASTIC AND GAMES MISTRESSES.

To the Editor of The Journal of Education.

DEAR SIR,—I was not surprised at the experience of gymnastic and games mistresses described in a "Head Mistress's" letter in your July number. For seven years I have had a resident mistress on my staff, trained at one of the physical training colleges, and declared by the college to be efficient.

I believe that the—at least comparative—failure of these mistresses is due, as is hinted by "Head Mistress," to lack of culture, including even lack of a good high-school education, and I think that before a student is admitted to a physical training college she should have spent a year in a high-school fifth form, or have passed an examination of at least the standard of the Senior Locals. I have been particularly struck with the incorrect spelling and composition of letters I have received.

Probably it is this absence of culture that leads to the assumption of a commanding manner out of school hours, which is in danger of earning the dislike or contempt of the other mistresses and of the girls; and an over rigid bearing is a further aggravation.

It seems to me that at all the physical training colleges games are somewhat neglected, sufficient attention is not given to the general style of play, including the avoidance of rough play, and so the physical mistress loses a great opportunity for influence, and for benefit to the girls. It is very desirable that more individual thought and attention should be given to the pupils; it is frequently left to the head mistress to point out such defects as flat foot, weak ankles, and round shoulders.

For some years the supply of gymnastic mistresses was less than the demand; those trained were almost sure of a good post immediately they left college, they had had very little experience in teaching and discipline, and the good salary and responsibility given them have made them perhaps overrate the value of their services.

A good general education, more experience in teaching, and more attention to games during training, and above all some systematic course

(Continued on page 594.)

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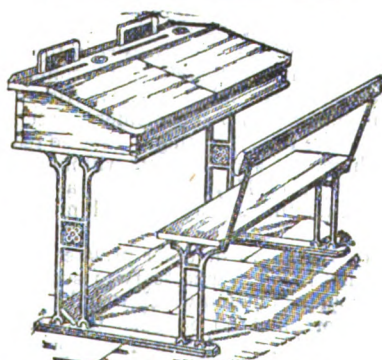
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READING SCHOOL.

To the Editor of The Journal of Education.

SIR,—Your paragraph on Reading School in this month's number of *The Journal of Education* is not quite accurate; so I trust you will forgive my making one or two corrections. During the eleven years I have been Head Master there have never been more than fifteen boys to a master (on the regular staff), the average being thirteen. This has been due to two reasons—(a) the range of age, eight to nineteen; (b) the smallness of most of the class-rooms. The salaries of the assistant masters have varied from £310 to £120 resident, the average being £200 per annum. I have no reason for supposing that the new governing body which will come into existence under the scheme which the Board of Education (not the Reading Town Council) are drafting will lower the salaries; it is more than probable that, realizing the importance of higher education, they will do their best to attract good men by raising salaries on a regular sliding scale. Even if they keep the present rate of salaries their policy would bear comparison with that of larger schools, though probably these salaries are not the adequate remuneration for a staff such as ours.

Reading School was founded in 1485, and, at least since 1560, the appointment of the Head Master has been in the hands of the Town Council. The governing body of the school at present consists of the Alderman of the Borough, three elected Town Councillors, and the three Vicars, with the Mayor as Chairman, *ex officio*. The chief change that is to take place is to make the governing body more representative.

I shall at all times be glad to furnish you with such information as I am able and further your work in the true interests of education.—Yours faithfully,
W. CHAS. EPPSTEIN, D.D.,
School House, Reading, August 17, 1905. Head Master.

DR. POSTGATE'S "CORPUS POETARUM."

To the Editor of The Journal of Education.

DEAR SIR,—In your current issue you have given a short but kindly notice of the fifth fasciculus of the new "Corpus Poetarum Latinorum,"

in which you speak of the work as making progress towards completion. Dr. Postgate desires us to call your attention to the fact that this is somewhat misleading, as this fifth part actually completes the work.

It is true that we may at some future date issue a supplementary volume containing certain fragmentary, anonymous, or post-classical texts; but this will be distinctly a *παραρτημα* and not an essential part of the "Corpus."

Hoping that you may find it possible to make this clear to your readers, we beg to remain, yours very faithfully,

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SAFE NOVELS.

Travels round Our Village. By ELEANOR G. HAYDEN. Illustrated by L. LESLIE BROOKE. (3s. 6d. net. Constable).—Whether we are justified in reviewing this pleasant volume under the head of "Novels" we are not quite sure. It is not a novel; it is hardly a collection of tales—though tales are in it, and the whole hangs on the thread of fiction—*Wahrheit und Dichtung* worked up by the imagination. The sketches of character have the touch of affection which softens asperities and suggests that, if the author has not known the identical "Sallies" and "Shadrachs" and "Snells" and "Hugginses" in the flesh, she has had to do with people very like them, and has had to depend upon her fancy and her artistic faculty for nothing more than the small points, making for completeness and significance, which in real life are almost always so unkindly left out. About the reality of her "Village" there can be no doubt. To that the dainty and original illustrations testify, as well as a score of word-pictures hardly less distinct than the woodcuts. "Our village lies between two roads of ancient fame known on the map as Portway and Ickleton Street, but locally as the 'Turnpike' and the 'Ridgeway.' These, crossing the Thames at Moultsford and Goring, run westward through the royal county into Wiltshire, and are separated from each other by a tract varying in width from one to four miles. The Ridgeway, on the crest of the hill, follows the windings of a range of low chalk downs and remains what it ever was—a broad grassy track seamed with ruts and 'gullet-holes.' . . . Our village touches the highway only to fly from it again, as if in an access

(Continued on page 596.)

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THE EDUCATION VOTE.

ON August 1 the House of Commons voted, by a majority of thirty, the Estimate of £5,600,548 for the salaries and expenses of the Board of Education. The debate was, as usual, perfunctory: no one on the front Government bench, save the mover, took part in it, and Mr. Bryce was the only member who carried the argument to first principles, boldly denouncing the scope and object of the Bill of 1902. The Parliamentary Secretary was optimistic, conciliatory, and unperturbed by somewhat virulent personal attacks. His speech was admirable in parts; but we confess that, as we read it, we were reminded of a clever lawyer who has mastered a brief concerned with some technical matter with which he has no previous acquaintance, and makes every point he can in his client's favour. We will take his main points *seriatim*, and suggest a few of those that he prudently omitted.

The departmental action of the past year that has given the most unqualified satisfaction is the reorganization of the inspectorate. In addition to the triumvirate of secondary-school inspectors of 1904 fifteen assistant inspectors have been appointed to assist in informing the Board as to the condition of secondary education throughout the country. Further, a staff of women inspectors has been organized for the girls' and infants' departments of elementary schools, and an inspector for rural education. This is all to the good; but Sir W. Anson did not touch on the crucial question of the relations of central and local inspection. It is well that the Board should have "full information as to the condition of the various schools through the country"; but surely such information can be obtained at a less cost than dual inspection. Why has the Board obstinately refused to take the first and obvious step—a census of secondary schools?

As regards evening schools and technical institutes, Sir William reported that, though there had been no appreciable rise in the numbers of schools or students, yet there had been marked progress in the thoroughness and efficiency of the work. The preliminary test of fitness now demanded had reduced the entries, but, on the other hand, had secured students who were able to profit by technical instruction. He stated

that the Board were already taking steps to ascertain the wishes and secure the co-operation of employers, and so forestalling the resolution moved by Bishop Percival to which we elsewhere refer. A grant for physical training is a welcome innovation.

On the subject of the training of teachers the Secretary of the Board announced a tentative policy. The future pupil-teacher will have two years at a secondary school and two years as a half-timer; but, whether the extension of general education and limitation of what may be termed apprenticeship to his trade will turn out well, time, according to Sir William, can only show.

On the other hand, the action of the Board in respect of training colleges has been to curb the energies of over-ambitious students. For the future no two-years student will be permitted to work for a degree unless he has, before entering, passed at least a matriculation examination. This seems to us a very just restriction. We look forward to a not far distant time when in England, as now in Scotland, it will be the exception to find a head teacher in an elementary school without a University degree; but a degree may be made a fetish, and it would be a mistaken policy if, on the one hand, the Universities were to modify the requirements for a degree to suit the special circumstances of teachers; or if, on the other hand, the professional training of teachers were curtailed to enable them to prepare for a degree.

Of the year's progress in secondary education Sir William spoke with unmixed satisfaction. The number of pupil-teacher centres had risen from 292 in 1902 to 433 in 1905, and the numbers attending these centres from 5,271 in 1903 to 8,100 in August, 1904 (later statistics were apparently not to hand). Again, secondary schools in receipt of Government grants and under Local Authorities have gone up between 1900 and 1905 from 212 to 599, and the amount earned has increased by £100,000. But, as is pointed out by the contributor of "Educational Notes" in the *Times*, these statistics are fallacious. They prove not that the number of secondary schools and scholars has increased, but that the more liberal regulations of the Board have allowed many schools, especially girls' schools, which were before debarred by their curriculum, to apply for a grant. In 1900 science was the only subject that the Board, following the bad tradition of South Kensington, deigned to subsidize.

One change announced has our hearty approval—the withdrawal of grants for scholarships and the application of such moneys to the sustentation of the school. On the matter of governing bodies and the regulation of fees we have already expressed pretty fully our opinion.

A sermon to Local Authorities on the evil of over-centralization from the representative of the Board of Education may suggest to some readers the complaints of the Gracchi concerning sedition; but Sir William's counsels, if irrelevant to the debate, were wise and opportune. "Between £20,000 and £30,000 a year" does seem a monstrous sum for a Local Authority to pay in office expenses, and "the mechanical ingenuity of organizing secretaries" is, undoubtedly, a danger ahead. But, as a justification, County Councils may plead that it behoved them at starting to keep a tight hold on the reins of government. Devolution must come later when principles of action are settled and the general policy determined.

We have only space to touch on one further point in the Estimates debate—the provision for necessitous areas. This Sir William pronounced beyond his province, a matter that could only be dealt with by a Bill for the readjustment of rates. This may be so; but what becomes of Mr. Balfour's undertaking to the deputation from East Ham? As it is, the withdrawal of the 17s. grant for all scholars under five years of age and the spending broadcast of the sum thus set free may or may not be a good measure; but, as Mr. Ernest Gray protested, it is an insult to the people of East Ham, and, what is worse, a virtual breach of faith.

Sir W. Anson displayed only the golden side of the shield, and with his general contention that the Act of 1902 has wrought great things amongst us we have no quarrel.

Of the West Riding there was not a word, nor of Wales and passive resisters, till he was heckled by Mr. Lloyd-George. And there were other omissions not less noticeable. It was only in answer to a question that the confession was extorted from him that nothing had been done for the training of secondary teachers, and that there was no prospect of a Government

grant for secondary training colleges. Of the registration of teachers not a word. Surely Parliament—and, through Parliament, the public—have a right to be informed what are the intentions of the Board when, in the spring of next year, the Registration Council comes to an end and the permanent conditions of registration come into force. We have shown that, if the *status quo* continues, the Register must inevitably collapse, and there is no need to labour the point. The body oddly described by Sir William as "the Consultative Committee of the office of special inquiry" have had the matter referred to them by the Board, and, after prolonged deliberations, have submitted to the Board a revised scheme. Has the Board accepted their report or has it prepared an amended scheme of its own?

Again, what has become of the Consultative Committee's scheme for leaving certificates? The scheme was sent to all public bodies interested more than a year ago, with a request that they would send in to the Board not later than Christmas their respective opinions and comments. Six months should surely suffice for the Board to decide whether they will accept, modify, or reject the scheme.

There are other matters, such as the supply of secondary teachers and the conditions of tenure, that have come within the cognizance of the Board, and on which silence is not golden.

THE LEAVING CERTIFICATE OF THE CONSULTATIVE COMMITTEE.

By the Rev. W. H. KEELING, Head Master of the Bradford Grammar School.

IT is now some time since the Consultative Committee of the Board of Education put forward its tentative and somewhat complicated suggestions for a national system of leaving certificates. Nothing more has been heard of the matter, and we who regard it as vital are beginning to fear lest the Committee's scheme may even already have gone to swell that mass of paper lumber which, in our happy land of compromises and stillborn documents, increases so rapidly. To criticize the scheme in detail, therefore, would be quite pointless for the time being. I shall be content if I can help, ever so slightly, to keep the question alive. It seems to be moribund, and I want other people, many people, to agree that it ought to be resuscitated.

The fundamental object of a leaving-certificate system is to secure a public recognition of the fact that a boy's education really matters. If we admit that German education is in some respects better than English education, we shall find that the superiority lies mainly in the prime fact that when a German boy goes to school his education is regarded, by his parents as well as by his teachers, as a definite instrument intended to produce a definite effect. The English parent too often regards the schooling of his boy as a necessity imposed by social custom and tradition to be got through at haphazard; and, so long as the boy appears to be healthy and happy, the parent does not scrutinize at all closely any actual record of the boy's mental progress.

Occasionally, it is true, the same parent will be goaded out of his indifference by something he reads in the periodical press about the inefficiency of public schools. In that case he displays a transient excitement which usually takes the form of an attack on most subjects of the school curriculum.

What is really wanted in this country is that parents and boys alike should keep their eyes fixed steadily, through a number of years, on some definite standard of attainment—not an impossible standard, but such a standard as an average boy, properly taught and made to work, may reasonably be expected to reach.

If parents could be got to realize the importance of this point, boys would realize it, and in time even employers would realize it. We have plenty of examinations already, it is true; but these examinations are so various, they lead so largely to mere cramming, and they are so often used simply as opportunities for clever boys to shine, that examinations in general are regarded by the public partly in ignorance and partly with contempt.

A properly established and recognized leaving-certificate

examination will be something different. It will be designed for all boys, not for clever boys. It will be elastic in its method, taking account of a boy's school record as a whole, not merely of cram or paper work. It will be recognized as a test of preliminary general education by all the professional bodies, and at the same time it will be recognized by the public as a test which comprehends also that vast majority of boys who are intended for business, not professions.

And it will be uniform in standard, so that the public will very soon learn precisely what it means and how much it is worth. So long as the public is perplexed by a multiplicity of academic examinations, and by a multiplicity of preliminary professional examinations, so that it has no common standard by which what a boy has learned can be measured, we cannot reasonably expect to make public interest in education a steady and habitual interest, instead of a fitful and spasmodic interest as it is now.

Another defect of secondary education which a well arranged leaving certificate would help to repair is the astounding lack of uniformity in the ages at which boys enter secondary schools and leave them. A leaving certificate will at least imply a steady and regular course of education extending over just those years, say from twelve to sixteen, which Prof. Sadler, in his Liverpool Report, has described as the "core or backbone of secondary education." At present, the fact that a boy can come when he likes and go when he likes, carrying with him all the same the *imprimatur* of a secondary school, is of itself enough to account for the slight value in which secondary education is held.

A leaving-certificate system would give the secondary school a reasonable chance of producing its due effect, or, at any rate, the opportunity of disclaiming as its proper handiwork all boys whose parents declined to let them undergo the full course of treatment. Secondary schools will no longer suffer from the local politician who, in his character of employer, takes boys from school at an unripe age, while, in his character of amateur educationist, he deplores the inefficiency of the schools themselves. Once set up a definite and truly national standard of education, and business men will be deprived of all pretext for employing boys who fall below that standard. Indeed, it will come about, in time, that such a proceeding will incur the censure of public opinion.

Here, then, are immense advantages which such a scheme, properly carried out, would secure. It would increase public interest in education, by offering to the public a plain standard, and inviting the public, so to speak, to co-operate in keeping up that standard. It would also draw, automatically, that most necessary of all distinctions—the distinction between those who have received a serious school education and those whose school education has been a thing of shreds and patches.

Now, if such results are really to be got, it goes without saying that the machinery of our scheme must be constructed with the utmost care. We must face the fact that, if the scheme is badly carried out, it will be much worse than useless. A clumsily constructed scheme, a scheme which should fail to give real uniformity and authority to the certificates themselves, would only add another and a highly dangerous species to the mixed menagerie of examinations with which we already have to contend. In any workable scheme it is above all things essential that the central control should be a genuine thing, and not that kind of pretence which is so often the fruit of compromise. There is something superficially fascinating, it is true, in the idea of giving each district a certain freedom to follow its own bent and to adapt its standard of education to local needs. But such freedom as this has very grave dangers. If our standard of education, up to a certain age, were already anything like uniform throughout the country, the control of these leaving-certificate examinations might perhaps well be left, in fact, to local bodies and institutions. But uniformity is precisely what we most lack. Owing to the recent multiplication of Universities, the tendency of the moment—a tendency which we may hope is only temporary—is, if anything, towards further disintegration. Anyhow, this is the very worst time that could be chosen for committing the national standard of education to the divided care of diverse and, in some cases, embryonic institutions.

It is true that all who really care for popular education must be warmly interested in the success of the newer Universities. Many of us recognize that, if popular education in the future is

to have a genuine development, the nucleus of that development is to be found in the local University. We think, too, that the newer Universities, in a body that is to control a system of leaving certificates, should have the fullest representation—a representation that should be measured, not by the number of students already enrolled by such Universities, but by their potential importance as the focus of higher education in great centres of industry. But, if these newer Universities are to realize the promise they contain, it will be well, for a time at any rate, that they should not be burdened, individually, with the functions and responsibilities of a State inspectorate of schools. That may come; but, meanwhile, it is in the best interest of the newer Universities themselves that the responsibility of fixing a national standard of education should rest directly upon a central representative authority. To fix a national standard of education! That is the aim of the scheme. If it is ill calculated to carry out that aim, or if it has any other aim, it is worthless. And we ought to be clear on the point that a national standard of education means primarily a standard of education for the mass of boys who are intended for careers of business or industry. The certificate will not be a national certificate unless it affects this mass of boys, as well as the minority of boys who go into professional life. Anything, too, that would complicate the scheme is to be avoided. A variety of certificates, or the award of classes and distinctions, would only perplex the public and rob the certificates of weight.

If, then, a leaving certificate is established at all, it must be endowed with State authority and kept absolutely distinct in the public mind from all academic associations whatsoever. If we desire to improve, if we desire to lengthen, the secondary education of the average English boy, we must give to the leaving certificate all the recognizable character, and the authoritative currency, of a State document. It should be utterly dissociated from the auspices of this or that particular University or local institution. It should be a simple piece of paper, stamped with the Royal Arms, and conveying to the public mind a significance as familiar and intelligible as that of a Bank of England note. Academic certificates are neither understood nor valued by the general public whose interest in education it is desired to stimulate.

It is, therefore, highly urgent that no considerations, either of convenience or of educational sectarianism, should interfere with the two prime objects at which we aim—namely, first, to familiarize the public with the meaning and desirability of a definite working standard in school education; and, secondly, to stamp the attainment of that standard with the seal of public authority.

REVIEWS AND MINOR NOTICES.

The Upton Letters. By T. B. (Price 7s. 6d. net. Smith, Elder.)

"Art may be bad or good, but I fail to see how it can be old-fashioned or new-fashioned: the question is how much poetry, love, hate, grief, and affection does a book express."—So writes Mr. George Moore in a preface to "Poor Folk," a striking novel by Dostoevsky, composed in epistolary form. "The Upton Letters" are not a novel, and an unsympathetic critic might say of them that the writer has used this form as a convenient way of making "copy" out of his diary and commonplace book. Such a judgment, though possibly true in substance, would be grossly partial and unfair. We have, it is true, a miscellaneous collection of literary reviews, essays on school subjects, sketches of men and manners, landscapes and vignettes—but they are all, so to speak, in character, revelations of a strongly marked personality which, whether assumed or real, is sustained with exquisite delicacy and skill. It is indeed a monograph, and Herbert, the far-off correspondent, has no more individuality than a pillar-box. That is a defect, but, on the other hand, T. B. so reveals himself that we would undertake to pick him out among a Pan-Anglican synod of schoolmasters. He is an egoist, but at the opposite pole to Meredith's Egoist—never setting himself up on a pinnacle of moral impeccability, actively benevolent, and never treading on a worm in his path, but stepping aside to avoid it; and yet an egoist whose first aim in life is not to be bored, though an equal obligation is laid on him not to bore others.

He is an æsthete whom a touch of vulgarity offends as a bad smell or taste does common mortals; yet he does not live in an artificial world of books like Gautier or Pater, but has a genuine unaffected love for country ways and plain country folk.

But it is as a schoolmaster that we are here mainly concerned with T. B., and, if we say that the literary man comes first and the schoolmaster second, we intend no reflection on T. B.'s professional ability or performance. In term time he lives with his boys and for his boys, and it is only in the holidays that he edits biographies or composes "Upton Letters."

We are convinced that T. B. is a good teacher. He has the art of interesting boys; and, what is rarer, he has the natural gift of getting hold of boys: his artistic temperament and sense of humour enable him to see things with a boy's eyes, and that without patronizing or putting himself on the boy's level. He has not only a sense of moral responsibility for each boy, but an affectionate interest. But, however shrewd his observations, however pointed his criticisms of his colleagues, we feel that he is not a Pestalozzi or even a Thring. To the school he gives loyal service, but his heart is in literature. We have partly indicated wherein lies the special charm of the Letters, and instead of attempting an analysis of the style we will end with one or two quotations from the professional part—

The Typical Eton Boy.

I declare that it makes me very sad sometimes to see these well groomed, well mannered, rational, manly boys, all taking the same view of things, all doing the same things, smiling politely at the eccentricity of any one who finds matter for serious interest in books, in art, or music: all splendidly reticent about their inner thoughts, with a courteous respect for the formalities of religion and the formalities of work: perfectly correct, perfectly complacent, with no irregularities or angular preferences of their own, with no admiration for anything but athletic successes, and no contempt for anything but originality of ideas. They are so nice, so gentlemanly, so easy to get on with; and yet, in another region, they are so dull, so unimaginative, so narrow-minded. They cannot all, of course, be intellectual or cultivated; but they might be more tolerant, more just, more wise. They ought to be able to admire vigour and enthusiasm in every department instead of in one or two, and it is we who ought to make them feel so, and we have already too much to do.

Schoolmasters' Holidays.

But I shudder to think how sick I am of it all! I want a long bath of silence and recollection and repose. I want to fill my cistern again with my own thoughts and my own dreams, instead of pumping up the muddy waters of irrigation. I don't think my colleagues are like that. I sat with half-a-dozen of them at supper last night. They were all full of what they meant to do. Two of the most energetic were going off to play golf, and the chief pleasure of the place they were going to was that it was possible to get a round on Sundays; they were going to fill the evening with bridge, and one of them said, with heart-felt satisfaction: "I am only going to take two books away with me—one on golf and the other on bridge—and I am going to cure some of my radical faults." . . . Two more were going for a rapid tour abroad in a steamer chartered for assistant masters. That seemed to me almost more depressing. . . . I suppose that this is true devotion to one's profession. They will be able, they think, to discourse easily and (God help us!) picturesquely about what they have seen, to intersperse a Thucydides lesson with local colour, and to describe the site of the Temple of Delphi to boys beginning the "Eumenides." It is very right and proper, no doubt, but it produces in me a species of mental nausea to think of the conditions under which these impressions will be absorbed. The arrangements for luncheon, the brisk interchange of shop, the cheery comments of fellow-tradesmen, the horrible publicity and banality of the whole affair. [We must omit Walter, who goes to Brighton because it is "the correct thing," and the sixth, who conscientiously devotes himself to his mother and three sisters.]

We had marked other passages for quotation—on Latin and Greek composition, on school sermons, on the management of the boarding house—but we have already exceeded our limits, and the samples given should suffice to send not only schoolmasters to "The Upton Letters," a book full of delicate humour and literary charm.

The Modern Pilgrimage from Theology to Religion: being some essays in that direction. By ROBERT LOCKE BREMNER. (Constable.)

The most pertinent criticism of this book is suggested by the motto from M. Sabatier set on its title-page: "Life comes

before thought, religion before theology," and the best advice we can give to the reader is to begin with the rather far-on chapter headed "Of Evolution and Religion," take next that on "The Sum of Saving Knowledge," and do whatever comes easiest as to reading or skipping the bulk of the matter. Mr. Bremner's title and all the chapters of his book except those we have indicated suggest that theology is a false position from which the spiritual soul, once fully developed, departs for ever in quest of the true goal of human progress, the great and abiding reality, religion. And religion—this opinion declares itself, relevantly and irrelevantly, all along the line of the writer's argument against theology and "the churches"—religion consists in intercourse between the soul of man, and God the Soul of the Universe. But then, whereas the motto from M. Sabatier says that religion goes before theology, and by saying it implies that theology comes after religion—meaning, of course, that a man must have achieved contact with God by the way of the heart before he can begin to understand God by the way of the head—Mr. Bremner appears to think, and to be very eager to persuade others to think, that the whole matter ends when once the soul of man has arrived at the point of conscious communion with the Soul of the Universe. It does not seem to occur to him that the human soul, having arrived at that point, might, and probably would, just then and there begin to know something that was true about God, something that might be recorded for the encouragement and guidance of other souls, and that that something, however much Mr. Bremner may dislike the word, would be theology. It does not appear to have struck him that theology is the outcome of the reports made by a very large number of individuals who have in successive ages made the pilgrimage of religion and learned something worth remembering for ever in direct communion with the Eternal. It does not even seem to have occurred to Mr. Bremner as a probability that the Eternal, having thus met the individual soul in personal communion, would make definite communications to it, and that these communications would be of supreme importance.

Mr. Bremner, while asserting with the warmth of very genuine religious conviction that religion is an entirely natural thing, and a very important thing, and that it consists in the "contact of the soul with God," apparently considers it an entirely unnatural thing that God should act in any direct way upon individual souls or upon the affairs of the universe. That is to say, he allows for the upward movement of the soul towards God, for aspiration and conduct, but he refuses any place to revelation or Divine Providence. But that is not at all what M. Sabatier means, and therefore we wonder why M. Sabatier's *dictum* figures on the title-page. M. Sabatier's *dictum* implies that, though theology is not worth much to a man if he has picked it up at second hand, without having first "got religion" for himself, yet when he *has* got religion a man will certainly get theology also—a theology that will be just as true, and no truer, than his religion. To Mr. Bremner apparently there is something inherently absurd and improbable in the doctrine of the Trinity. But why should this be so? He is very firmly persuaded of the triune nature of the human soul; he recognizes, as everybody does, its moral, spiritual, and intellectual characters, and he recognizes also that, in spite of this three-sided constitution, each soul is only one soul. Why, then, should it seem to him preposterous that this triune human soul, having worked its way up to the supreme point of contact with the Soul of the Universe—the Soul to which Mr. Bremner allows it to claim a filial relation—why, we ask, should there be any inherent absurdity in supposing that one of the discoveries the human soul will make in this supreme communion is precisely the discovery of the doctrine of the Trinity—the realization that the Eternal is triune?

We are entirely with Mr. Bremner in not desiring that the positions of theology should be forced upon the minds of children or, indeed, upon any minds. But the plea for freedom of thought upon theological questions, and the plea for the teaching of religion by methods more spiritual than those commonly used, are not strengthened by being confounded with attacks either upon theology in the abstract or upon particular theological doctrines. Mr. Bremner, like so many of the modern reformers of religion, is so angry with "the churches" for what they have not done that he cannot allow them any credit for what they have done—to wit, preserved with devotion the deposit of experience brought home in the past by spiritual

voyagers who in their time touched the same high goal to which he urges us all to make our own pilgrimage to-day.

There is much that is interesting, and a good deal that is true, in all the chapters of the book. But the value of the book as a whole is small. It is vitiated by the unwarrantableness of the main assumption that religion is an entirely one-sided movement; altogether natural, in the sense that excludes the idea of the supernatural.

The Wars of Religion. Being Vol. III. of "The Cambridge Modern History." (Price 16s. net. Cambridge University Press.)

The present volume of "The Cambridge Modern History" is one of singular interest. In the story of the religious wars which marked the close of the sixteenth century we can trace the evolution of the new political conditions under which modern Europe, as we know it, came into being. For, as the editors, in their preface, remark:

The cause of the restoration of Catholic unity in the West was, in the minds of both the supporters and the opponents of that cause, inextricably interwoven with the purposes of dynastic ambition, and powerfully affected by influences traceable to the rapid advance of the monarchical principle, and to the gradual growth of the conception of the modern national State.

The genesis of the new ideas, and their connexion with religious thought, are well brought out by Mr. Figgis in the chapter on "Political Thought in the Sixteenth Century." He thus concludes:

It was only the religious earnestness, the confessional conflicts, and the persecuting spirit of the sixteenth century, that kept alive political liberty, and saved it from a collapse more universal than that which befell Republican ideals at the beginning of the Roman Empire. To the spiritual intensity of the Reformers and the doctrinal exclusiveness of the confessions—at once the highest and the lowest expressions of "the theological age"—we owe the combination of liberty with order which is our most cherished possession to-day. If much is due to the virtues of these men, something is also owing to their vices (page 769).

The volume opens with an account of "The Wars of Religion France," from the Massacre of Vassy, 1562, to the raising of the siege of Rouen in 1592.

A most interesting essay on "French Humanism and Montaigne," by Mr. A. A. Tilley, follows. Montaigne's attitude to the struggles of his time is thus described:

The term of Montaigne's literary labours was almost coincident with what may be called the acute stage of the Wars of Religion, that which followed the massacre of St. Bartholomew. His attitude towards the great struggle was peculiarly his own. He was on friendly terms with the leaders of both parties, and was even entrusted by them with delicate negotiations. His was the only country-house in France, he believed, "which, with no guard or sentinel but the stars," was left "to the protection of heaven." Yet it was never pillaged. It was not, however, to any hesitation between the rival forms of religion that his neutrality was due. Distrust of change, and respect for duly constituted authority, combined to make him, outwardly at least, a loyal adherent of the Catholic Church.

With this may be read the chapter on "The Elizabethan Age of English Literature," by Mr. Sidney Lee, and that on "The End of the Italian Renaissance," by Mr. A. J. Butler.

The religious wars of the period—the latter part of the sixteenth century—are dealt with in a series of chapters by various writers. Here the centres of interest are:—Spain under Philip II. (chapter xv.), under Philip III. (chapter xvi.), and the struggle in the Netherlands. The latter and its results are described in three chapters of absorbing interest, by the Rev. S. Edmundson (chapters vi., vii., and xix.). Elizabethan England and its affairs receive attention in chapter viii. (on Mary Stuart), chapter ix. ("The Elizabethan Naval War with Spain"), and x. ("The Last Years of Elizabeth"). With these should be mentioned chapter xvii. ("Britain under James I.") and xviii. ("Ireland to the Settlement of Ulster"). Other chapters deal with Poland (iii.), the Ottoman Power (iv.), the Empire (v. and xxi.), Tuscany and Savoy (xii.), Rome under Sixtus V. (xiii.), and Henry IV. of France (xx.).

One of the most striking things in the collection is the chapter on Philip II. by Major Hume. The picture of "the little white-haired man in his cell in the Escorial," working night and day, is vividly drawn. For instance, the effect of the news of the destruction of Cadiz by the English and Dutch

fleets in 1596 on Philip, who was lying ill in the centre of Spain, is thus described:—

Philip was almost moribund when the news of the disaster reached him; but in the despair that surrounded him he alone never lost faith. He had done his best, working all his life like a very slave, doing detail work which should have been delegated to others, centralizing in his remote cell the springs of his vast Empire. His own faith was immovable. He could not understand that the lessons of his youth, the maxims of his saints and sages, as well as the firm conviction of his heart, could be all wrong. It seemed impossible to him that his prayers, his fastings, and his self-denial, through a long life of voluntary suffering, could be quite fruitless. That this could be so was unintelligible to him, because his system was raised upon the unstable base of an assumption that he and his were in some sort partners with the higher powers for the final exaltation of the linked causes of God and Spain.

In spite of the wealth of material and the immensity of the field covered by the essays there is a unity of plan and coherence of arrangement about the present volume which makes it contrast favourably with some of its predecessors.

A Grammar of the German Language. Designed for a thorough and practical study of the Language as spoken and written to-day. By GEORGE O. CURME, Professor of Germanic Philology in Northwestern University. (Price 15s. net. Macmillan.)

Learned German grammars in German abound, and there is a choice of two or three excellent school grammars in English; but this is, as far as we are aware, the first attempt to compile a treatise in English of the same calibre as Roby's Latin or Curtius's Greek Grammar. Let us say at starting that the author has fulfilled his undertaking and produced a work that, however open to criticism in its arrangement and in certain details, the advanced student of German will find indispensable. He tells us in the preface that the "Grammar" has been on the stocks for fifteen years, and that no less than seven hundred books published since 1850 have been perused for this purpose and are the quarry from which he has hewn. Throughout it bears the marks of originality. Again and again some too sweeping a statement of standard grammarians is modified, or a modern idiom that has not yet found its way into the grammars is noted, or attention is called to a difference of construction in German and English which a German has naturally failed to remark.

While professing to be simply a grammar of contemporary German, the author has wisely not confined himself to modern instances and has, further, pointed out the gradations from earlier to modern forms and usages. Thus, Luther's Bible as influencing the speech of to-day is largely quoted, and there are occasional references to O.H.G. and to Gothic.

It is a book to consult rather than to study continuously, and a very full general index makes reference easy.

In a work of such high merit, which has before it the promise of a long life, it is worth while pointing out minor defects and suggesting improvements.

The type is clear, but the publishers have not heeded the Horatian warning not to spare perishable paper. In all the 660 closely printed pages there is not a blank half page; paragraph succeeds paragraph in serried battalions, and quotation follows quotation without one broken line. To print the long lists of irregular substantives, &c., in columns would be a relief to the eye and facilitate reference.

A valuable addition would be a list of the authors quoted, with brief indications of their *genre* and rank. Many of them are quite unknown to the present reviewer, and the need for such guidance will be apparent if we picture an English Grammar for Germans in which Thackeray, Dickens, George Meredith, Rudyard Kipling, Thomas Hardy, Rhoda Broughton, and Bret Harte were all quoted indiscriminately.

A more serious matter is the arrangement of the parts. It is, of course, impossible to draw any hard and fast line between accidence and syntax, between *Formenlehre* and *Satzlehre*, but it seems to us that most of what generally falls under "Syntax" has been already despatched by the time we reach Part IV.; and when we find the classification of sentences—compound, complex, subordinate—relegated to the final lap we cannot help concluding that there is something wrong about the logical arrangement.

To descend to particular criticisms, we do not think that the

author has been wholly successful in his treatment of that most difficult subject, the German subjunctive. It seems to us a mistake to treat in distinct categories the pure and historical tenses, and the nomenclature—e.g., “sanguine optative subjunctive”—strikes us at times as fanciful. It is surely a mistake to classify sentences subordinate to verbs of wishing and fearing under “Indirect forms of indirect discourse,” and still more so to class the oblique petition after verbs of wishing, ordering, &c., under “Sanguine subjunctive of purpose.”

Instances of Americanisms or doubtful English are so rare as to be hardly worth noticing; but no Englishman would say: “We are through with each other” (= “Our friendship is at an end”); “He lives on the street”; “That caps the climax”; “Who all are coming?” “I do want you to be real good.”

We repeat, it is only because the “Grammar” is generally so admirable that we have ventured to suggest how it could be made even better.

Biometrika. Vol. III., Parts II. and III. *A Study of the Variation and Correlation of the Human Skull, with special reference to English Crania*. By W. R. MACDONELL, LL.D.

The third volume of “*Biometrika*” contains, among other interesting papers, a contribution from Dr. W. R. MacDonell, which is a remarkable addition to the literature, already copious, dealing with craniology. In it he discusses at length the measurements obtained from a large number of human skulls discovered in Whitechapel in 1903. From evidence adduced by the author it would appear highly probable that the site whence these remains were taken was a plague-pit dating to the late seventeenth century; the skulls, therefore, may be regarded as forming a homogeneous series, and would exhibit the characteristics of the population of that neighbourhood at that time. The author gives a sketch of the methods he employed in obtaining the various measurements, and it will be sufficient to say that no trouble was spared to render the data as accurate, and the conclusions therefrom as significant, as is humanly possible. The results are compared with previously published particulars concerning the craniology of Bavaria, Wurtemberg, and of French prisoners who died in Munich during the Franco-Prussian War. All these are regarded as allied races; for purposes of further comparison, statistics concerning an unallied race are added—the Nagada race—from a paper by Miss Fawcett. After a full discussion Dr. MacDonell arrives at the following conclusions:—“In the seventeenth century there certainly did exist a remarkable type in the city of London, which is unlike any continental type with which we are familiar, and which is markedly different from what some authorities have supposed the English type to have been or at least now to be.” Among other peculiarities, this type is distinguished by the remarkable length of the head from forehead to occiput, and a corresponding narrowness in the transverse plane. The skulls to which the series examined by Dr. MacDonell approximate most clearly are those found in the long barrows dating from neolithic times. “Our crania do not accord with the Anglo-Saxon, with Romano-British, or with Round Barrow British, but are in general appearance and biometric constants remarkably close to the Long Barrow British . . . and we may even venture to describe the ancestor of the genuine cockney as a Long Barrow man.” The numerous mathematical tables—all bearing witness to an amount of patient labour almost inconceivable to any but a practised anthropologist—are accompanied by a series of illustrations which forms one of the most important features of the paper. This series consists of fifty full-page plates from photographs by Dr. Karl Pearson, each of which shows a skull in one of the universally accepted *normae*. Thirty-one of these plates are devoted to typical skulls, the remainder to skulls which exhibit some interesting peculiarity in conformation and structure. The reproduction of the photographs, in themselves excellent, is of unusual merit, and the collection will be of the highest value to physical anthropologists, who will owe a debt of sincere gratitude to the Drapers' Company for the grant which rendered possible so complete and so admirable a system of illustration.

“Contemporary Science Series.”—*History of Geology and Palaeontology to the end of the Nineteenth Century*. By KARL ALFRED VON ZITTEL. Translated by MARIA M. OGILVIE-GORDON, D.Sc., Ph.D. (Price 6s. Walter Scott.)

Dr. Ogilvie-Gordon is to be congratulated on having succeeded in a very difficult task, and is to be heartily thanked for having given us this excellent translation of Prof. Zittel's work. It is very far from easy to translate such a book as this, full of scientific terms and very specially used phrases—terms and phrases which are very similar to one another in German and in English and yet are not quite the same—without leaving in the translation many evident traces of the original tongue. There are few such traces in this book, which is for the most part written in good and pure English. There is, too, a somewhat similar difficulty in the choice of the right place-name. For example, we are told, on page 223, that Agassiz was born “at Motiers, on the Murten

Lake in Canton Waadt.” It would have been more consonant with English usage to have said “on the Lake of Morat in the Canton de Vaud.” And so, too, it would have been better, on page 525, to have written “Pays de Vaud” instead of “Waadt Lands.” The scheme of the book is excellent. The first part of it, 152 pages, consists of an introduction narrating in a continuous manner the gradual growth of geological knowledge and speculation from the earliest times to our own day, and this is followed by six chapters dealing with Cosmical Geology, Physiographical Geology, Dynamical Geology, Petrography, Palaeontology, Stratigraphical Geology, respectively. Not only is the introduction historical in form, but each of the succeeding chapters is so too, and the story of each is given in the manner which is best calculated to make the clue which runs through it visible and therefore serviceable. This clue is not the same or similar in all the chapters: thus, in chapter iv., “Petrography,” it is furnished by the names of the most distinguished petrographers—Ehrenberg, Bischof, Daubrée, Lapworth, Sorby, Teall, Zirkel, and so on—while the rocks themselves which they described and defined are apparently, though not in reality, treated as if of minor importance; and in chapter vi., “Stratigraphical Geology,” the systems and formations, from the Archæan to the Quaternary, serve as a guide to the history of the manner in which William Smith, Murchison and Sedgwick, Lyell, D'Archiac, Agassiz, Suess, Brogniart worked them out. In the course of his narrative Prof. von Zittel refers to more than a thousand geologists: the names of most of them occur more than once; some occur many times and in many chapters—for example, that of Leopold von Buch occurs sixty-two times, that of Sir Charles Lyell fifty-eight times—and of seventy-three of these he gives us biographical notices with thirteen portraits. To the reader of this translation it is interesting to note that of the biographical notices twenty-one are of Englishmen or Scotchmen, while of these four portraits are given, viz., those of James Hutton, Sir Charles Lyell, Sir Roderick Murchison, and Sir Richard Owen. That of Sir Roderick is hardly a satisfactory likeness, and we should be glad could we add those of William Smith and of Adam Sedgwick. The subject of the work can scarcely be said to belong to “Contemporary Science,” but for all that the book is one which was much needed, and it gives to us in a pleasant style and agreeable form a mass of interesting information which was till now so scattered as to be hardly accessible.

Collection of French Idioms, with their English Equivalents. By ARMAND GEORGE BILLANDEAU. Revised by A. ANTOINE. (Price 6s. Paris: Bozocan & Chevillet.)

The revised dictionary contains about fifty thousand phrases, and each phrase has on average three English equivalents. It appeals primarily to Frenchmen. We should all of us understand the meaning of “Il crache contre le ciel,” but should, some of us at least, be gravelled if asked the French equivalent for “He bays the moon” (not “against the moon,” as M. Antoine has it. Generally, however, the English is correct and idiomatic. A real defect is that colloquial, literary, and slang English are not distinguished, and there are in consequence many pitfalls for the unwary foreigner. Thus, we once heard a French lady, who had probably been studying M. Antoine, ask an English friend: “Have you the ready? I have no chink in my fob to-day.” French slang has been rigidly excluded, and we do not find even such colloquialisms as *fin de siècle*, *voyon*. Common phrases, heard, perhaps, as often one side of the Channel as the other—*commu: à qui niteux niteux, point de repère*—are not to be found. “I embrace you heartily” as the ending of a letter would sound strange. The fact is that for a work of this sort the collaboration of an Englishman and a Frenchman is essential.

“International Education Series.”—*The Evolution of the Elementary Schools of Great Britain*. By JAMES C. GREENOUGH, A.M., LL.D. (Pp. xxii, 265; price 6s. New York: Appleton & Co.)

Dr. Greenough, who was Principal of the Normal School, Westfield, Mass., while recently in England (in London and Oxford) devoted his leisure to seeing many of our schools and colleges and to reading about them in the British Museum. The result is the book before us. As is usual, Dr. Harris contributes a preface—this time on the existence of “caste” in England. After giving us a chapter on the origin and development of the schools of England and Wales, Dr. Greenough turns to discuss the religious question. He seems to have taken what Dr. Clifford and Mr. Lloyd George have said as having more than a political meaning, and grows somewhat severe on our educational arrangements from their point of view. Then he deals with the training colleges of England and Wales at some length, and has much to say and to quote very decidedly to the point. Amongst other things, in speaking of the provision of teachers for our elementary schools he is very severe—but not a whit too severe—on our pupil-teacher system as clumsy and wasteful from the point of view of the schools; but he allows that the system has possibilities of good in it, and has been much ameliorated of late by the Board of Education. He speaks very hopefully of the plan which has been tried at Barry, of recruiting pupil-teachers from the secondary schools, and thinks it might well be more general. It gives the would-be teacher a wider horizon and an experience with children other than those of the elementary school, which are distinct gains. This brings us to “conclusions” and to

"the elementary schools of Scotland." Incidentally under the former heading the Act of 1902 is considered at some length. Its many imperfections are recognized, but it is regarded as having much of great educational value in it, and as only second in importance to the Act of 1870. But it is the chapter on Training which forms the chief feature of the book, and gives it its chief value. And for this we, and all who are interested in training, are duly grateful.

The Age of Fable. By THOMAS BULFINCH. (Price 2s. 6d. net. Dean & Son.)

We are not familiar with this book, nor is there any indication in it that it is a reprint, but it has all the appearance of having been written in the happy Early Victorian Age, when there were still "cultivated and polite readers" with leisure to enjoy "elegant literature" and the "beauties of mythology." It is written for adult readers, and intended as a guide to the allusions to classical legends in English literature. The narrative is given in poetical prose, at considerable length, and is mainly derived from Ovid and Virgil, with large additions. There are copious extracts from English literature. Some little account of Eastern and Scandinavian legends is added. The style is that of seventy, or rather a hundred, years ago. There is no trace of any knowledge of modern archaeological research; the latest modern poet quoted is Tennyson (early poems), and the book is dedicated to Longfellow (evidently quite alive); so it is somewhat puzzling. Nevertheless, the author, whatever his date, has well carried out his design. The book contains a vast quantity of matter given as detailed stories very well told. It will interest readers who care for such stories, and not much for the truth, the whole truth, and nothing but the truth, as far as later research has attained it.

Shakespeare Documents. Collected and chronologically arranged by D. H. LAMBERT, B.A. (Price 3s. 6d. G. Bell.)

Shakespeare students will acknowledge a real debt to Mr. Lambert for his complete chronological collection of the documents relating to Shakespeare's life and works; and his valuable contribution to Shakespeare literature should receive a hearty welcome from many who have not hitherto had access to the scattered documents. The narrow compass of this little volume reminds us again of our mysterious ignorance concerning all that relates to the merely personal in Shakespeare's life. So entirely has the individual vanished from his nation's records that all which the research of generations has elicited concerning him can be comprised in a bare hundred pages. Tradition, too, has failed us. The tale of a poaching adventure, even if true, is insignificant and unrevealing. It seems that even tradition has respected the poet's own reticence concerning himself. It is perhaps scarcely strange that some to whom his vague and uncertain identity was almost irritating have attempted to father on Bacon the masterpieces of the shadowy William Shakespeare, though their device scarcely assists their interpretation. Between the brief register of Shakespeare's birth and burial—April 26, 1564, and April 5, 1616—what do we know of the man himself? We have no record of any part played by him in the stirring national life of his age. For nearly twenty years the silence of his youth is unbroken, nor does any work remain to suggest the line of his thought. Then follow the records of more than twenty years of unceasing intellectual activity, interspersed with a few notices of litigation; then the quaint will, written by him "in perfect health and memory, God be praised," followed immediately and mysteriously by the notice of the "burial of Will. Shakespeare, gent." A few halting verses, one or two really appreciative and adequate criticisms, and Ben Jonson's notable tribute represent his contemporaries' sense of his merits. But with these our knowledge ends; whatever else existed is lost to us, and we are left with a curious sense that we are the victims of some prank, with the clause of Shakespeare's will ringing in our ears: "Item, I give unto my wife my second-best bed with the furniture." But the very silence is eloquent. Lesser men had time to set themselves on record, but we can with difficulty imagine the Confession of William Shakespeare. To us it seems almost fitting and natural that little should remain of the purely personal concerning one whose intense and amazingly comprehensive imaginative life has justly earned him the epithet of "myriad-minded"; for none but a nature almost wholly freed from personal cares and desires could have retained that constant intimate relation to the great life-spirit which alone could have guided Shakespeare to such unerringly faithful portrayal of its countless manifestations.

L'un vers l'autre. Par L.-M. COMPAIN. (Paris: Stock.)—Though by no means a work of art, M. Compain's novel "L'un vers l'autre" deserves notice as being a serious attempt to treat the subject of the relations of husband and wife from an enlightened point of view. The book is written in the interests of truth, and, though we may regret that the author should so far have mistaken his vocation as to think himself a novelist, the question which he sets himself to discuss—in a manner too obvious to be artistic—is one which most vitally concerns the closest interests of our social life, and on which any courageous and sincere opinion must be welcome. The average Englishman will no doubt read with a clear conscience the instances of more obvious domestic oppression, and thank God that he is not a Frenchman, and in many

cases we think his complacency will extend so far as to accept M. Compain's conclusion, for it must be confessed that the author has climbed into too rarefied an atmosphere. He insists, it is true, on the necessity of a union based on mutual respect, but the question is treated on the whole from the man's point of view—as is suggested only too plainly by the comically mistranslated motto, chosen from "Sesame and Lilies": "As if he could be helped effectually by a shadow [autre, for "shadow"!] or worthily by a slave" ("Comme s'il pouvait être aidé efficacement par une autre [sic] ou dignement par une esclave"). There is no real advance beyond the depressingly limited conception of woman as the complement of man which inspires the old-world sentimentality of "Lilies." We fear that, when all is said, M. Compain must be recognized as an ally of Mr. Ruskin with respect to this question. He gives his heroine an independent spirit, which prompts her to release herself from the position of an indispensable ornament of the chimney corner, and, in the face of the opposition of all for whom she cares, to take a post as teacher in a training college. But when husband and wife are at last reunited their new understanding is not such as some indications of the author's conception might have led us to hope. Independent work for women is still regarded as a cheerless alternative—to be unhesitatingly preferred, it is true, to an ignoble love at the price of servitude—but not as a good in itself. The most enlightened spirits in the book decide that woman's true place is the foyer, and draw a strange contrast between *la lutte* and *l'amour*—which last ambiguous term seems to signify the sheltering protection of a husband and exclusive attachment to maternal duties. There is not even a suggestion of the possibility of union between a man and woman in the strength of an idea—not of a physical passion—for mutual work and mutual conflict with human prejudice and superstition—the extension, rather than the concentration and limitation, of love. The description of the teachers' training college, and of the enthusiasm and devotion of the teachers in contact with the prejudice and petty conservatism of the administrative board and inspectors, is done with some spirit and skill, and evidently not without personal knowledge of such institutions. It is admittedly the cleverest and most interesting part of the book, though the space allotted to it is disproportionately long.

Practical Chemistry, including Simple Volumetric Analysis and Toxicology. By P. A. ELLIS RICHARDS, F.I.C. (Baillière, Tindall, & Cox.)

The book is primarily intended to meet the requirements of the Preliminary Science Examination of the Conjoint Board of the Royal Colleges of Physicians and Surgeons and the Preliminary Scientific Examination of the University of London. Though, perhaps, the writer has in view more particularly those who are intending to enter the medical or dental profession, yet he should also appeal to the general student of chemistry who desires to obtain a good knowledge of qualitative and quantitative analysis. Due regard is paid to the recent changes in practical chemistry carried out by the Conjoint Board. In passing we may observe that it is probably only a question of time when the examinations required by the two Royal Colleges and by the University of London will be all one. Indeed, as matters stand at present, it seems that the two institutions are only cutting one another's throats, and this is more particularly so in view of the increasing provincial competition for medical students. The book indirectly shows the advisability of this course being adopted. In reference to the scheme of the book, we think that the tests for metals and for acids at the beginning are fairly comprehensive and should provide for most of the requirements of the young students. In particular, too, the collection of equations at page 67 *et seq.*, representing some of the more important reactions, is valuable, and there are some excellent notes on preparations. The portion devoted to volumetric analysis is, in our opinion, much too compressed, and the author would do well to expand this part of the book. Lastly, there are a few notes on elementary practical toxicology, which are short, but well to the point. We think that the author has performed his task well and that students cannot well afford to overlook the book.

La Première Année de Français. By F. B. KIRKMAN. (Price 2s. A. & C. Black.)

The text, which has been specially composed for the purpose, consists of an account in dialogue form of a day passed in Paris by an English boy with a French family. It is, indeed, "one day of crowded life," and we do not know why Mr. Kirkman should have fettered himself with this Aristotelian unity; but this is a small matter. What does signify is that the diary is progressive in difficulty and varied in matter. Songs and stories are cleverly and naturally interspersed, and the illustrations and photographs taken by the author himself lend an air of reality. Mr. Kirkman is an educational experimentalist—a *rara avis* in England. Few teachers have the chance of bringing their theories to the practical test, and this book bears every sign of having been planned in the study, but composed in, or rather after, the classroom. We might apply to it, in a modified form, Bacon's aphorism: "Stand upon the New Method; but see that ye reject not what is good in the Old."

Lectures Françaises: Géographie et Histoire. By W. MANSFIELD POOLE and MICHEL BECKER. (Price 2s. 6d. Murray.)

This simple reading book is adapted for pupils aged from twelve to fourteen. The extracts are taken from various French authors, and the hard words are given in a vocabulary to accompany each piece. We should have wished the history brought down later than the Revolution, and Mont Blanc seems out of place. Otherwise we have nothing but praise. The book is attractive in form, and there are plenty of maps and illustrations.

The Philosophical Works of Francis Bacon. Edited, with an Introduction, by JOHN M. ROBERTSON. (Price 5s. Routledge.)

To possess all Bacon's philosophical works, including the "Essays" and "The New Atlantis," in the accurate text and with the accurate versions of Ellis and Spedding's edition at so moderate a price is a rare boon to students both of philosophy and of English. The work of reading the proofs has been most conscientiously performed, and some notes have been added by the present editor.

A Smaller Commercial Geography. By GEORGE G. CHISHOLM. New Edition, revised throughout and extended. (Price 3s. 6d. Longmans.)

The section that has been virtually rewritten is "The British Isles." Mr. Chisholm, not being a politician, has not, like Mr. Arnold Forster, "revised" in accordance with the views of the present Government, and we still find among the causes of our commercial prosperity "the Free Trade policy that has prevailed in the United Kingdom for more than a generation."

Messrs. Longmans send us specimens of Prof. D. A. Low's *Patent Compasses, adapted for Geometrical and Practical Drawing*. The advantages of these compasses are that the pencil and centre stem are always perpendicular to the paper, so that any number of concentric circles can be described without making a large hole in the paper, and that there are no screws to get loose or get lost. The two-link size, price 6d. net, draws circles up to $5\frac{1}{2}$ inches diameter; the three-link size, price 9d. net, has a radius of $4\frac{1}{4}$ inches. A very neat contrivance.

MATHEMATICS.

(1) *An Elementary Treatise on Graphs.* By G. A. GIBSON, M.A. (Price 3s. 6d. Macmillan.) (2) *Graphs for Beginners.* By W. JAMIESON. (Price 1s. 6d. Blackie.) (3) *Graphs of Algebraical Functions.* By W. MUDIE. (Price 8d. Jack.)

The applications of graphs are not confined to any one subject; and, to prevent needless repetition, books such as those before us have a distinct place to fill.

(1) Mr. Gibson's "Treatise" contains nearly everything that the student of elementary mathematics ought to know, and more perhaps than he will ever have time to apply. The theory of graphs is fully described, the materials for their construction are numerous and very varied, and there are sections—such as those on the approximate solution of equations and on harmonic analysis—that will repay the study of more advanced readers.

(2) Mr. Jamieson's little book is designed for beginners, and, by its practical character, cannot fail to interest them. The nature of co-ordinates, for example, is explained by the location of fire-plugs, and the construction of graphs illustrated by the "contour-graphs" of local roads, the times at which trains arrive at the stations along local lines, &c., the central city in these cases being Glasgow.

(3) Mr. Mudie confines himself to the graphs of algebraical functions of the first and second degrees chiefly, and in a few cases of the third degree. He describes a new method of plotting the graphs of equations of the second degree.

(1) *Blackie's Handy Book of Logarithms.* (Price 2s.) (2) *Mathematical and Physical Tables.* By J. B. CLARK, M.A. (Price 6d. Oliver & Boyd.)

(1) The tables contained in this book are six-figure logarithms of numbers from 1 to 10,000; hyperbolic or Napierian logarithms of numbers from 1.01 to 30; circumferences and areas of circles, and squares, cubes, square roots and cube roots; the diameters or numbers ranging from 1 to 1,000; trigonometric ratios and their logarithms to six figures, of angles advancing by 10 minutes, reciprocals of numbers from 1 to 1,000 to six places of decimals, &c. The pages are large and clear and the lines and columns widely spaced. In the table of logarithms the first two figures of the mantissa are given at the beginning of each line, but when the second of the two figures has to be increased by one a new line is begun, thus avoiding the bar or other device used in older tables. The appendix of practical geometrical problems seems to us out of place, and we should like to see it and the introduction omitted, and future editions issued at a lower price.

(2) A useful set of four-figure mathematical, and the more important physical, tables. The compiler states that four-figure logarithms give results that are accurate to within less than $\frac{1}{2}$ per cent., and that the relative labour in using four-, five-, and six-figure tables is approximately in the ratios 2 : 3 : 4.

An Elementary Course of Mathematics. By H. S. HALL, M.A., and F. H. STEVENS, M.A. (Price 2s. 6d. Macmillan.)

For a course of First Stage mathematics, we know of no better text-book, and, considering its form—the clear type and strong binding—and that it contains nearly four hundred pages, the price is wonderfully low. The arithmetical part consists of a series of thirty weekly revision papers, arranged according to subjects, interspersed with a few hints and typical solutions. The other two sections require no previous knowledge of their subjects, that on algebra covering the usual ground to just short of quadratic equations, and that on geometry being a reproduction of the first two sections of the "School Geometry" by the same authors.

(1) *A Course of Practical Mathematics.* By F. M. SAXELBY, M.Sc., B.A. (Price 6s. 6d. Longmans.) (2) *Preliminary Practical Mathematics.* By S. G. STARLING, B.Sc., and F. C. CLARKE, B.Sc. (Price 1s. 6d. Edward Arnold.) (3) *Elementary Practical Mathematics.* By H. A. STERN, M.A., and W. H. TOPHAM. (Bell.)

(1) We have read Mr. Saxelby's book with interest and pleasure. The loose reasoning which renders many works on practical mathematics distasteful to mathematicians is conspicuous by its absence, and, in the desire to cover much ground, there is no hurry or tendency to undue brevity. A better text-book could hardly be placed in the hands of students reading for the Second and Third Stage Examinations of the Board of Education. It is well printed and illustrated, and, for its size, the price is wonderfully low.

(2) The second of the above books belongs to a very different type. It is loosely and inaccurately written, and the explanations are insufficient and obscure. One or two examples will suffice. A circle is defined as "a line drawn so that every point on it is at the same distance from some fixed point" (page 28); in Pythagoras' theorem (Euc. I. 47) it is not proved that the sides containing the right angle are collinear with sides of the squares described on them (page 152). In a preliminary course of practical mathematics the methods for contracting the multiplication and division of decimals are most important. Both are feebly described, and the authors do not seem to know how many figures should be retained in the divisor to determine a given number of significant figures in the quotient.

(3) The third book consists of the first nine chapters of a larger unpublished work that will comprise all the practical mathematics required by candidates for commissions in the Army. The first two chapters, on contracted arithmetical processes and graphical methods, are mathematical in character; the rest, dealing with the measurement of line, area, volume, mass, specific gravity, &c., would generally be included in a text-book of practical physics.

(1) *Examples in Algebra.* By C. M. CLAY. (Price 4s. Macmillan.) (2) *An Elementary Algebra for Junior Students.* By J. LIGHT-FOOT, D.Sc., M.A. (Price 2s. 6d. Ralph, Holland, & Co.) (3) *Grammar School Algebra.* By D. EUGENE SMITH, Ph.D. (Price 2s. 6d. Ginn.) (4) *The Three Term Algebra.* By C. W. CROOK and W. H. WESTON. (Price 1s. 2d. Jack.)

(1) For nearly twenty years the author has used no text-book of algebra in his school at Roxbury, Mass., but has been in the habit of dictating examples to his pupils. In this way he has accumulated a collection of "eight thousand exercises and problems carefully graded from the easiest to the most difficult." On fractions there are 1,055 examples, on simple equations 443, on indices 635, on surds 745, and on quadratic equations 603. With this useful work on his shelves, no teacher need be at a loss for examples, nor need he have any fear of a set of answers being handed down from class to class. The book is clearly the work of a capable and enthusiastic teacher.

(2) This volume is a reprint of Part I. of the author's "Elementary and Intermediate Algebra," and goes as far as fractions and simultaneous equations. In many respects, and especially in the treatment of the book-work, it is distinctly superior to many of the popular text-books. As an illustration of the method of plotting graphs, the outline of the Yorkshire coast is drawn, the co-ordinates of several points on it being measured with reference to cardinal axes through York.

(3) A simple and natural introduction to elementary algebra, designed to form a year's course for pupils who stop short of high schools. It is fresh and full of interest, and yet requires effort on the part of its readers. The price is high for a volume of 154 pages, and will no doubt prevent its wide adoption.

(4) The second and third parts of this book are before us, each presumably intended to cover a term's work. The treatment is not very rigorous, algebraical fractions being defined, and considered on the same lines, as arithmetical fractions. It seems to us that the authors endeavour to put too much into a term's work—e.g., factors, highest common factor, lowest common multiple, fractions, simple equations and problems involving the same, form the second term's work—and, in consequence, the examples are insufficient in number.

Elementary Algebra. By W. M. BAKER, M.A., and A. A. BOURNE, M.A. (Price 4s. 6d. Bell.)

In noticing the first part of this useful book (in *The Journal* for last November) we pointed out that it was distinguished by three features—

(Continued on page 603.)

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(Continued on page 610.)

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JOTTINGS.

MR. P. J. HARTOG's article in the *University Review* on "Universities, Schools, and Examinations" is well worth reading, but we can here only touch on a minor point raised in it. Mr. Hartog would confine examination papers to the preliminary stages of a student's career, and would have them of such a character that a good student could answer them perfectly, and that the pass standard should be fixed at 80 or even 90 per cent. of full marks. If this standard were applied in "unseens," we fear the elect would be as few as in the Wee Kirk. But what is the percentage of marks that now passes in the London Matriculation, the Oxford and Cambridge Locals, and the College of Preceptors Certificate Examinations? These are *arcana imperii* known to none save the respective Boards and examiners, but we shall not be far out if we put it on the average at a third.

THE ninth Northern Congress of Schoolmasters met at Copenhagen on August 8. The Congress, which included teachers of all ranks from the University professor to the village dominie, numbered over seven thousand, and was opened in the glass-roofed court of the Town Hall by the Mayor of Copenhagen and Bishop Sørensen in the presence of the Crown Prince and Princess and the Premier, M. Christensen, once himself a village schoolmaster. The nearest analogy we can offer in these islands is the North of England Conference; but the announcement of an educational meeting attended by royalties in which the Premier, the Vice-Chancellors of Oxford and Cambridge, the Archbishop, and the President of the N.U.T. were to take part would sound like a hoax.

CANON GLAZEBROOK and Mrs. Glazebrook, whose silver wedding coincides with their retirement from Clifton, have been presented by the Upper School with three handsome fruit dishes bearing the inscription "A slight token of the esteem with which the School regarded their whole-hearted devotion to its welfare and of the affection in which their memory will always be held at Clifton." The Common Room have requested Canon Glazebrook to sit for his portrait, to be placed in the Council Room with those of Bishop Percival and Archdeacon Wilson.

THE Leicester Town Council has agreed to the appointment of a medical officer for its schools. His whole time is to be given to the

service of the Council, and his instructions are to report on the health not only of pupils, but of teachers, and, in particular, of pupil-teachers holding bursaries, to see that they are not suffering from over-pressure. We hope that the example of Leicester will be followed by Local Education Authorities throughout the country.

THE West Riding County Council have the courage of their opinions. They have determined to disregard the order of the Board of Education to pay the balance of salaries due to teachers in non-provided schools, viz., 10 per cent. deducted from the salaries of teachers who give denominational instruction in school hours. The Board will proceed by mandamus, and the case will be tried after the Long Vacation.

THE scale of salaries adopted by the London County Council for teachers in elementary schools bears out our contention that these are, on the whole, better paid than secondary teachers. Let us add, as before, for fear of misrepresentation, that we grudge them no penny of the additional quarter of a million that the new scale will eventually cost the ratepayer. But we should like to see a return showing what percentage of assistant men teachers in secondary schools are receiving £200 and what percentage of women teachers are receiving £150. Again, what analogy in secondary schools is there to this item: "Head assistant teachers (women), £170"?

THE honour of C.B. conferred on Dr. Warre has, to the best of our knowledge, only once before been conferred on a clergyman, also an educationist—the Rev. T. W. Sharpe, late Senior Inspector of Schools.

AMONG the Birthday Honours we note a knighthood for Mr. William Bousfield, Master of the Clothworkers' Company and Chairman of the Girls' Public Day Schools Company; O.M. for Sir Richard Jebb; and C.B. for the Hon. W. N. Bruce.

THE Head Mastership of Andover Grammar School is vacant by the death of the Rev. J. C. Wilton, who had held the post for twenty-five years.

CANON LYTTTELTON at the close of the term at Haileybury was presented by the school with a massive silver rose bowl and a pair of Goetz field glasses. Mrs. Lyttelton received a pair of Japanese bronze vases, and the Misses Lyttelton brooches with the school arms.

(Continued on page 612.)

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THE Lords of the Treasury have renewed for a further period of five years the annual grant of £500 to the British School at Athens.

AT Westminster School the following major candidates have been elected:—To Christ Church, E. F. C. Mosse, O. H. Walters; to Trinity College, Cambridge, R. Hackforth, W. H. A. Whitworth, W. J. Leech.

THE Educational Science Section of the British Association was opened by a presidential address from Sir Richard Jebb. His main topic was the rapid growth of University education. In 1832 Oxford and Cambridge were the only Universities south of the Tweed; there were now in England and Wales no fewer than ten teaching Universities, besides University colleges. The distinctive character of the new Universities was that they were predominantly scientific and devoted special attention to the needs of practical life, professional, industrial, and commercial, while at the same time they desired to maintain a high standard of general education. This growth had not been due to any spasmodic impulse or artificial propaganda, but was the result of natural forces operating throughout the nation. One of the main aims of Universities in the past had been to supply men capable of taking a worthy part as legislators or administrators in the service of the State. And the State was not England alone, but the Empire—"cuncti gens una sumus." In furthering this aim, Sir Richard bore testimony to the unflagging energy of Mr. E. B. Sargent and the far-sighted statesmanship and generosity of Mr. Cecil Rhodes.

THE *Educational News* has sustained a three-days action for libel brought against it by three members of Tarbert School Board. The incriminated article accused these members of dismissing the head master on the alleged ground of unfitness for duty, the real reason being that they differed from him in policy. The trial turned mainly on the question of fact, whether on a certain day Mr. Aird came to school drunk and incapable, and has no general interest, but we may be allowed to congratulate our Scottish contemporary on its gallantry in espousing the cause of an injured member of the profession and on the successful issue. The good people of Tarbert will not be disposed to re-elect their present School Board.

SOME two hundred Oxford and Cambridge women have already availed themselves of the offer of Trinity College, Dublin, and purchased the degree of M.A. or B.A. Mr. Balfour, asked by Mr. Lough whether he would take steps to induce the Universities of Oxford and Cambridge to grant degrees to their women students who had qualified by examination, answered that these great and learned bodies must be left to manage their own affairs, adding significantly: "This seems to be a good arrangement for Trinity College." We calculate that Trinity College must have netted some £3,000, and perhaps the "argumentum ad crumenam" may prove even more efficacious than a threat of legislation.

A CORRESPONDENT writes: "The printers have made sad havoc of the last stanza in the Poet Laureate's Volunteer Ode; the epithets are all misplaced. I have attempted an emendation.

'Protect your shores, without, within,
As did your steadfast sires. There lies
No manhood save with discipline,
No safety without sacrifice.
So bandits may,
Athirst for prey,
Gazing across the British waves,
See burnished barrels, gaping graves.'

Emended Version.

Protect your shores, as did with stout
Within, without a Stead, your sires.
No safety sacrifice without,
No man sans discipline straight fires.
So may bandits
From Breton pits,
Blazing across the burnished waves,
See gaping barrels, furnished graves."

A SPECIAL meeting of the Tiverton Town Council was held on August 11 to consider the amalgamation scheme of the Board of Education. The strange anomaly to which we elsewhere call attention was not touched upon, but Clause 40, giving to the head master the sole power of appointment of assistant masters, was rejected. Alderman Harwood "rem acu tetigit": "There is a great deal of human nature in schoolmasters. I don't think it would be wise to give one man too much power." But, it may be answered, Town Councils are no less human, and we see no reason to modify our opinion that the power of appointment should, at least in the first instance, lie with the head master, and that of dismissal with the governors.

(Continued on page 614.)

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THE Passmore Edwards Settlement Vacation School is now in its fourth session and grows in attractiveness. Before the opening day, August 2, 1,550 signed applications from parents for places for their children had been received, and of the applicants 1,000 were enrolled, 500 to attend in the morning from 10 to 12.30, and 500 in the evening from 5 to 7.30. The cost per child is reckoned at from 5s. to 7s. for the four weeks. There is no need to urge the need for such schools. In New York last year eighty thousand children were taught, or rather entertained, during the holidays at the public expense. The London County Council, as we noticed last month, have granted the free use of certain of their schools, but for the cost of maintenance we must look to the charitable public.

THE Drapers' Company, who are largely responsible for the developments of the East London Technical College, have made a further grant of £5,000 for an extension of the college premises. In addition, the Company have largely developed their scholarships scheme. Next year they will award nineteen scholarships of the value of £40 per annum, tenable at the college for three years. Certain of these scholarships are reserved for women, while others will be awarded in the subjects of the London B.A. degree. The governors of the college have extended their work by introducing a course in languages and literary subjects for the B.A. degree of London University. Students taking this course will study under recognized teachers, and be internal students of the University. As a consequence of this development, the governors have decided that the College shall, in future, be known as the East London College.

By a misprint in our last number, Mr. Burch was named, instead of Mrs. Burch, as the Principal of Norham Hall, Oxford.

THE PROVOST OF ORIEL, Dr. D. B. Munro, died suddenly at Appenzell on August 22, in his seventieth year. Dr. Munro was among the first, if not the first, of Homeric scholars. For the last quarter of a century he has ruled the college as a constitutional monarch with unassuming wisdom and moderation.

Up to August 12 there had been 55,754 summonses and 198 imprisonments of passive resisters.

MISS DODD, of the Victoria University, Manchester, has been appointed Principal of the Cherwell Hall Training College, Oxford.

MISS BARBARA FOXLEY, who has been Head Mistress of Queen Mary's College, Walsall, for twelve years, is to undertake some temporary work in the University of Manchester during the next session, assisting especially in the training of Diploma students. Miss Foxley's work as a head mistress and as an active organizer in education is widely known and appreciated, and her assistance will, no doubt, be of great value in the Department of Education next year.

HERE is a genuine French essay of a typical English schoolboy:—
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THE President of the Board of Education has appointed Mr. A. B. Skinner as Director of the Art Museum at South Kensington, to succeed Sir Caspar Purdon Clarke, resigned. The Board are making new arrangements in regard to the relations between the Council of Advice for Art and the work of the Art Museum, with a view to enlarging the scope and functions of the Council, and at the same time extending the responsibilities of the Director in certain directions.

THE South African schoolboy, as described by the Principal of Graaf Reinet College to the British Association, is half man and half beast. Nursed by some Kaffir woman, as soon as he can toddle he plays with the naked children of herdsmen, from whom he learns to grunt instead of to articulate, to steal and to lie. If the years are lean, he continues his savage life at home; if they are fat, he is sent to school, but is still a child of the veldt. He is bilingual; that is, he talks bad Dutch and worse English. He adds to his native vices religious hypocrisy. Canned several times during the week for lying, cheating, and stealing, he will go on Sunday to a Christian Endeavour meeting, in order to pass a note during the opening prayer to his *inamorata* for the time being, and then pray fervently that his form master may be led into the right path. Yet he is a giant in thew and sinew, a very Saul in

(Continued on page 616.)

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stature, and has in him all the makings of a noble manhood. All that is needed to humanize the noble savage is a touch of Midas, a million or two spent on educational endowment. We cannot but think that Mr. W. W. Way has forgotten the homely proverb: "Spartam nactus es; hanc exorna."

THE Lords of the Committee of Council on Education in Scotland have appointed Mr. Archibald Lang, M.A., B.Sc., Mathematical and Science Master in Provanside Higher-Grade Public School, Glasgow, to the post of Junior Inspector rendered vacant by the resignation of Mr. J. W. Peck.

OBITUARY.

MISS MANNING.

BY the death of Elizabeth Adelaide Manning, which took place on August 10 at her house in Pembridge Crescent, the educational world has sustained a grievous loss. The work by which for the last quarter of a century she has been best known to the public has been in connexion with India. To young Indians visiting the country for the purpose of legal, medical, or general education, she has acted as a non-official consul, or, rather, as a mother-superior, aiding them not only with advice, but with active assistance when necessary, introducing them to English society and generally furthering their interests.

But her sympathies were not confined to India. She was one of the founders of the Froebel Society, for many years its honorary secretary, and to the very last an active member of Council. And not only did she place her remarkable business capacities at the service of the Society, but she had a thorough mastery of Froebelian principles and took an active part in the organization and development of English kindergartens.

In her earlier days she was one of the original students of the college at Hitchin which developed into Girton College, and became afterwards one of the Governing Body. Of a singularly modest and retiring disposition, she shunned notoriety of any sort, and the decoration conferred on her two years ago by the King in recognition of her services to his Indian subjects was, as it were, forced upon her.

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DACHELOR TRAINING COLLEGE FOR TEACHERS.

Thirteen of the senior students in this college were examined this summer, twelve for the Cambridge Teachers' Certificate and one for the London Teaching Diploma. The last, Miss Neild, passed in the First Class. Of the others, eight obtained First Class in Practice and the other four Second Classes. In the examination in Theory only nine were examined, the other three not being ready to take the examination till December next. One student failed, being ill during the examination; six gained Second Classes and two Third Classes. Miss Hettie Tunnicliff, B.A. Lond., has been elected to the free studentship awarded annually by the Clothworkers' Company to a graduate desiring to be trained for the teaching profession.

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At the recent examinations of the Cambridge Teachers' Training Syndicate the following students obtained the full Certificate for Theoretical Knowledge and Practical Efficiency:—Theory: Class I.: Helen A. Hunter, M.A., Augusta Rudmose-Brown, M.A. (Honours); Class II.: Margaret A. Fortune, Katherine K. Macdonald, Meta M'Combie, M.A. (Honours), Eveline Maclaren, M.A., Katharine Macleod, Jessie R. Spears, M.A., Janet Virtue. Practice: Class I.: Helen A. Hunter, Meta M'Combie, Eveline Maclaren, Augusta Rudmose-Brown, Janet Virtue; Class II.: Katherine K. Macdonald, Katharine Macleod, Jessie R. Spears; Class III.: Margaret A. Fortune. Out of 127 candidates who obtained Certificates only five were placed in Class I. for Theory, and two of these were students of the St. George's Training College.

Miss Rudmose-Brown has been appointed English mistress at the Park School, Glasgow; Miss M'Combie, assistant classical mistress at the Girls' High School, Aberdeen; Miss Maclaren, assistant mistress at the Wallasey School, Liscard; Miss Macleod, assistant mistress, Haverghal College, Toronto; and other appointments have been made.

(Continued on page 618.)

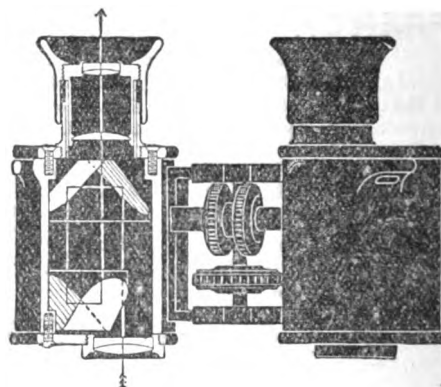
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MANCHESTER.

"By the death of Dr. A. S. Wilkins, the University of Manchester loses one of its most honoured names and Manchester one of its truest citizens. . . . If now we have in our midst a modern University—itsself the parent of others—in all respects worthy to stand beside the more ancient and famous Universities, it is due to the high aims and devoted service of the men of whom Dr. Wilkins was not the least." These are the words which gave expression to the feelings of Manchester citizens when on July 27 the news of Dr. Wilkins's death came with something of a shock to the community. That the news was unexpected is shown by the fact that the Vice-Chancellor of the University, speaking at the prize distribution in connexion with the High School for Girls, an institution over which Prof. Wilkins presided for so many years with loving care—and speaking some hours after Prof. Wilkins's death—said: "But for his illness, Prof. Wilkins would have been with us to-day. His thoughts are with us, and I am quite sure that all who know him and his work will ever think of him as one of the bright examples of men ready to undertake any duty that presents itself—always cheerful in the discharge of that duty, and ready to continue it until physical calamity makes it no longer possible." Though confined almost entirely to his room during the past two years, Dr. Wilkins has conducted his classes in Greek Testament Criticism as usual, and taken the warmest interest in everything connected with the University. But by none have his work and personal sympathy been more appreciated than by the women students of the University, nearly all of whom have taken Latin as a subject—in some cases a difficult subject, owing to the irregularities of previous education. "How girls are handicapped in their work!" he wrote, not long ago, with reference to a student detained from lectures by home anxieties. No one is better able to speak of this phase of Dr. Wilkins's work than Miss Edith Wilson, herself now retiring from the post of Women's Tutor on account of failing health; and we cannot more fitly conclude this brief notice than by quoting her words: "He was great as a teacher; perhaps he was even greater as a friend, and those who have valued him most have learnt in the last two years to admire him afresh in the splendid patience with which he has borne the sudden deprivation of most of the activities of his life, and the courage with which he has worked to the end within the narrow limit allowed by his health."

Simultaneously with the news of Dr. Wilkins's death came the report of the formal retirement of Mr. F. W. Walker from the High Mastership of St. Paul's, and it is not possible to let this event pass without a reference to what Mr. Walker did for Manchester. When Mr. Walker came to Manchester thirty years ago he found a free school of less than two hundred scholars, under a self-electing governing body of twelve Churchmen, deplorable buildings, and a dwindling revenue. He persuaded his governors to elect half their number from leading Non-conformists, and to apply for a scheme by which the whole endowment was devoted to entrance scholarships from the elementary schools, while paying pupils were to be admitted. He rebuilt the school, quadrupled its numbers, raised altogether some £150,000 for it, completely reorganized the teaching, and made it one of the most successful, and in some respects the most famous school in England. "St. Paul's may honour her High Master, but Manchester claims first possession, and sends him her thanks and greeting over thirty years."

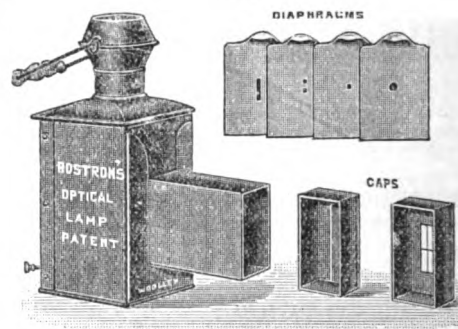
Of the long succession of prize distributions, two—those of the Grammar School and the Girls' High School—took place in the Free Trade Hall. At the former Mr. Paton paid very high tributes to the masters who are leaving, viz., Messrs. Airy, Dennis, Schmitz, and Sprankling, and Dr. Lorey, remarking that "the price the school pays for good masters is that it loses them." He also quoted a sentence from the report of the Board of Education to the effect that "there are probably few schools which have the services of so many capable teachers." But the most interesting part of Mr. Paton's report was that which dealt with the necessity for decentralization in the future. He pointed out the disadvantages for young boys of the travelling to and fro, the dinner hour from home, and the want of a playground, the present one being "not large enough," as De Quincey said, "to bleach a lady's pocket-handkerchief in." All these reasons coupled with the pressure on the accommodation in the junior classes—it was his intention that no class should exceed twenty-five—justified the new policy of providing for the younger boys' education nearer home, and

(Continued on page 620.)

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thus avoiding in the early years so great a break between the school and home life. A short summary of the school honours for the year has already appeared in this column. The prizes were distributed by Lord Aberdeen, who, in a brief address to the boys, endorsed to the full the high tribute paid by the High Master to the memory of Mr. Henry Lee, and then spoke in a delightful manner of the manliness of kindness and purity of life. A new feature was the presentation (which was very successful) of a French play by the boys of the South Manchester Preparatory School, under the direction of the Head Master, Mr. A. W. Fuller, M.A.

The most interesting feature of the prize day of the Girls' High School was the presentation to Miss Butcher. The gifts from the governors and from the old pupils have already been reported here. There was no mistaking the heartiness of the applause on this occasion which greeted the presentation to Miss Butcher by her latest pupils of a handsome secrétaire and some plate.

Lord Stanley of Alderley made some interesting remarks at the prize day of the Mottram Grammar School. "All over England," he said, "there were dotted about these inheritances from the past, small grammar schools with very small endowments, and tied up by old trust deeds." He expressed special interest in the experiment of coeducation now being made at the school. He had always been a believer in mixed schools, and he hoped the experiment would recommend itself not merely as a makeshift necessitated by a sparse population, but as a thing which had proved really good both for boys and girls.

At the close of the first six months' work at the Fielden Demonstration School, the committee have decided to extend the scope of the school by adding a third class. Thus the school will reopen on September 6 with forty-five instead of thirty boys. Mr. P. Sandiford, B.Sc. (First Class Honours, Manchester), and Miss Smith, B.A. (Royal University of Ireland), are appointed as assistant staff for the year. Mrs. Fielden has again come forward in the matter of laying out a playground. There is to be one break of three days in October, and another between October and Christmas.

Prospectuses of fifteen Faculties and Departments (the prospectus of Faculty of Education. Technology is not yet included) are now issued by the University for the session 1905-6. That for Arts and Science shows that the staff of the Education Department remains as before, viz., Profs. Findlay and Sadler,

Miss Dodd and Mr. Mark, with Dr. Williamson as Lecturer in Observation of Children and School Hygiene, and Miss Burstall and Mr. Paton as special Lecturers in Education. Prof. Sadler will not, however, lecture in the session 1905-6. The syllabus of each course requires at least sixty hours of practical work, and students are advised to obtain some school experience before the commencement of the session. Facilities for practical work are afforded at the Brunswick Street School, the Fielden School, and the High School for Girls, as well as in other schools in the district. The Committee of the Brunswick Street School—which was opened some years ago as a primary school and kindergarten and practising school for women students, under the direction of Miss Dodd—have decided to make a further appeal to the public for support.

During the past session twenty-nine students studied for the Teachers' Diploma, of whom twenty-six were women. Twenty-three were successful, only four of the women failing to obtain a place, and four women passed with distinction, the Withers Prize (as already announced here) falling to Miss Jessie Clarkson.

A very popular appointment has at length been made in the case of the joint post of Women's Tutor to the University and Warden of the Ashburne House Hall of Residence for Women, rendered vacant by the retirement of Miss Edith Wilson and the removal of Miss Stephen to Aberystwyth. The new Warden and Tutor is Miss Hilda D. Oakley, M.A. Miss Oakley obtained a First Class in *Lit. Hum.* at Oxford in 1898. The next year she was appointed to a Research Studentship in the School of Economics, and later she became Warden of the Royal Victoria College for Women of the McGill University, Montreal, where she was also a Lecturer in Philosophy.

SCHOOLS.

BEDFORD GRAMMAR SCHOOL.—The Freshmen's Greek Testament Prize has been won by A. W. MacMichael, of Trinity College, Cambridge; and one of the Deatry Prizes and Exhibitions by J. C. Wordsworth, of the same college. We have to congratulate Mr. J. E. Boyd on his election to the Head Mastership of the Stourbridge Grammar School. We regret to have to record the death of Earl Cowper, the

(Continued on page 622.)

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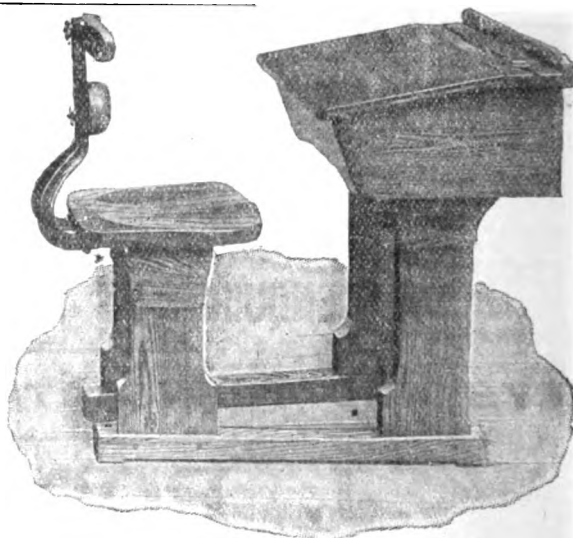
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Lord Lieutenant of the county and one of the governors of the school, whose interest was shown by his frequent presence on Speech Day celebrations, and by the gift of prizes for English Verse and Essay. Fortunately for us he is succeeded in his barony of Lucas and Dingwall and in the ownership of Wrest Park by his nephew, Mr. Auberon Herbert, who was at the school from 1886 to 1894. The miniature rifle range was opened by Lord Cheylesmore after speeches on July 31. The bull's eye he made with his first shot is a happy augury for the success of the school in next year's Bisley competition. This year we came out third.

CAMBERWELL, MARY DACHELOR GIRLS' SCHOOL.—An entrance scholarship at the Royal Holloway College has been gained by Phoebe Rou'h, one of the Upper Sixth. It is for science, and gives the winner £60 a year for three years. The London County Council has also conferred on the same pupil a Senior Scholarship of £60 a year for three years. Editha Robinson and Olle Beach have passed the Intermediate B.A. Examination, London, and twelve of the Lower Sixth have passed the School Examination (Matriculation standard) of the same University. Forty-four certificates for drawing have been obtained in the Board of Education examinations in light and shade, model, free-hand, and blackboard drawing. Twenty-eight certificates for pianoforte playing have been obtained during the year from the Royal Academy of Music, Trinity College, and the Associated Board of the Royal Academy and Royal College of Music. Also thirty-four girls have gained certificates for singing, some from the Associated Board and others from the Staff Sight-Singing College, and nearly half of these took Honours. The increase in the school numbers has necessitated the appointment of another mistress—Miss Sengel, Cambridge Higher Local Honours and Cambridge Teachers' Certificate: Class I. in Practice, Class II. in Theory. Miss Sengel will take charge of Form I. The governors are enlarging the studio, and otherwise adding to the capacity of the school buildings. The school has been inspected and examined by the London University, and very satisfactory reports have been sent in both by the University Inspectors and by the Inspector who has visited the school from the Board of Education. The prize distribution took place on July 26. Sir William Bousfield, M.A., LL.D., Master of the Clothworkers' Company, who are the governors of the school, presided on the occasion, and Lady Bousfield distributed the prizes. An old pupil in this school, Winifred Bryers, gained Second Class Honours in Part II. of the Medieval and Modern Languages Tripos at Girton last July. Another old pupil, Ethel

Woodland, has just won the Troup Scholarship at the Royal Academy of Music, awarded by Miss Josephine Troup to women for composition, and worth thirty-three guineas per annum for five years.

ETON.—On July 29 Princess Alexandra of Teck laid the first stone of the Eton War Memorial Building. The building will consist of a hall 140 feet by 55 feet, capable of seating all the thousand scholars, a school library, and a classical museum. It is calculated to cost £40,000, of which £30,000 has already been subscribed, not including £5,000 spent on the decoration of the east end of the College Chapel. Eton sent out to South Africa no fewer than 1,415 of her sons, among them Lord Roberts and eighteen generals. Of these, 129 were killed and 148 wounded. The ceremony was a fitting conclusion to Dr. Warre's reign.

SANDECOTES SCHOOL.—The annual prize giving took place on August 2. After a programme of music and recitations by the pupils, the prizes were presented by the Lady Rodney, Mr. Joynson Hicks presiding in the absence of the Earl of Malmesbury. Both Lady Rodney and the chairman addressed the girls, and the Head Mistress, Miss Grainger Gray, read the report, stating that, in addition to the successes gained in the past year in the Higher Certificate, the London Matriculation, and the Local Centre Examinations (Advanced and Intermediate) of the Associated Board R.C.M. and R.A.M., full Honour Certificates of the Royal Drawing Society have been awarded to D. Elverson and H. Field, and Second Class Honours in French and German gained by B. E. Greville in the Cambridge Higher Local Examination in the preceding month.

ST. LEONARDS-ON-SEA SCHOOL.—Prize Day was July 25. Sir William M. Young presided, and the prizes were distributed by Lady Edith Ashley. The list of distinctions gained in the past year included an Associateship of the Royal College of Music and sixty-one Honours in the examination of the Royal Drawing Society. Sir W. Young congratulated Miss Walsh on the efficiency of the school and the successes that had been gained in so short a time.

WINCHESTER.—The Moore-Stevens Divinity Prize was awarded to M. Heseltine; the Goddard Scholarship to A. H. Robertson, L. Hunter being first for the third year in succession. The Sixteen Club has held two meetings at which the subjects for debate were: "The Growth of England's Sea Power," and "The Inquisition." "Domum" was celebrated on August 1. After the speeches, at which the Warden

(Continued on page 624.)

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School and Teachers' Advertisements are continued on pages 625, 626, 627, 628, 629, 630, and 631.

delivered the prizes, there was the luncheon in the College Hall, at which the new Lord-Lieutenant was the chief guest. The Head Master referred at some length to the departure of Mr. F. Morshead and his wife. There was an assault-at-arms in the gymnasium, and the usual ceremony in Meads in the evening. Opinion has been much exercised about the proposed conversion of the Brewery into a study for the Head Master: it is arranged that in future he is to live in the Warden's house. On the one side, it is contended that the buildings as they stand are ugly and useless; on the other, that they are an historical feature of the founder's work. It is felt also by some that there is a danger that an energetic governing body may carry through such changes without consulting local and Wykehamical feeling. On July 31 the usual concert took place: Stanford's "Phauidrig Crohoore" was the chief item; and Dr. Sweeting, who was assisted by Dr. Nayler, of Emmanuel, Cambridge, has every reason to congratulate himself on the performance. The School exhibitions have been awarded to L. W. Hunter, A. H. Robertson, M. Heseltine, and (bracketed) W. Hoffmeister and J. Crather.

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SCHOLARSHIPS, 1904-5.—The following is a table of open entrance scholarships gained at Oxford and Cambridge by public schools during the school year 1904-5 as compiled by a correspondent of the *Guardian*. The table stops at three scholarships, and close scholarships, except in the cases of Eton and Winchester (5 each) and Merchant Taylors' (6), are not reckoned:—St. Paul's, 17; Rugby, Merchant Taylors', 15; Marlborough, 14; Charterhouse, Eton, Winchester, 11; Bradford, Dulwich, 10; Uppingham, 8; Manchester, Haileybury, Tonbridge, 7; Birmingham, Mill Hill, 6; Rossall, Cheltenham, King's College School, 5; Blundell's, City of London, Nottingham, St. Olave's, Worcester, 4; Bedford, Fettes, Islington (Owen's), Llandovery, Malvern, Oxford High School, Perse (Cambridge), Radley, Repton, 3. Thirteen times in the last nineteen years St. Paul's has headed the list.

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WHY do we still ask after St. Francis of Assisi? Why do we write of him year by year—I might almost say month by month? That an audience is still found when so much has been spoken and written is surely a sign of an imperative desire for fuller knowledge which is no mere sentimental craze, but a true (though perhaps inarticulate) conviction of something yet to be communicated—something of vitality and power in the old and romantic tradition of the Poverello.

What do we seek in St. Francis of Assisi? Are there not more reasoned, less exacting social schemes, with a due and deferential sense of the need for proportion and a graduated scale in this unequal world? Are there not, even for the whole-hearted, later and more practical embodiments of the principle of equality and fraternity than can be found in the system of Franciscan poverty? Why do we hark back to the little poor man of the Middle Ages—the Umbrian enthusiast, the ascetic and missionary—who, as he shared the glorious fullness of life bred by that mid-Italian sun, was no less demonstrative of the emotional excess which that sun also breeds?

This England has never given more than grudging hospitality to the old men who see visions and the young men who dream dreams. Such are born at times among us, and, if we leave them life, our generosity hardly allows them the means of sustenance. Airy visions and the fabric of a dream do not much affect us, and most of us are only half conscious, and that because the poet implies it, that there is something wrong with Peter Bell's power of vision. He was a dishonest, surly fellow, but he would at least have let us go on our lazy way, with a pleasant eye for the beauties of Nature. Does he not seem more in his senses before his misadventure than after it—though the poet throws all his influence, and his hero's morality to boot, into the latter scale? In his secret heart, what Englishman is not more at home with the untransfigured primrose of Peter Bell than with the "double vision" of William Blake? Yet this last was the temper of the man we are met to honour, and, though we know it not, and deny the authority of our "unacknowledged legislators," as Shelley calls the poets of the world, it is from them that we win salvation; and all this longing which haunts us for a closer kinship with the wonderful brotherhood of St. Francis is but a symbol of the eternal fact that the poets point us out the way of life—give us feet to touch earth, and wings to rise above it, the will to live and the willingness to die. We are more loyal to our poets in fact than in knowledge, and, though we may give many wrong reasons for our quest of St. Francis through every byway of legend and of Nature, it is because he was essentially a poet, an ambassador of God, that we are drawn by an enduring and deepening fascination to his presence across the chasm of nationality and time.

St. Francis was a mystic, but not in the sense that he held all visible forms of the natural world, and the human form divine, to be shadows and symbols merely of a spiritual reality, still less in the sense that he held all Nature to be the Devil's handiwork—a shining snare to lure us from the impenetrable truth, hidden deep in the eternity of thought. St. Francis is one of those who make the world, as it were, anew for us, who, through their vital hold on the central principle of life, harmonize the fragments of a broken symphony, wherein each forlorn and solitary singer had learned his part, and thought it the only part, or dreamed but dimly of the mighty fabric of sound of which it was but a stone displaced.

And how did he renew the world and rouse men from the lethargy of custom which makes them walk through it with eyes blind and ears deaf to its mysteries? He was one of those to whom the miseries of the world

Are misery and will not let them rest.

St. Francis's change—or conversion, if we choose to call it so—was not a change from darkness to light, from the chain of enslaving custom to the glorious freedom of God's service: it was a limitation of energy, a final consecration of his powers to an inspired profession, as the poet consecrates himself to the

arduous work of uttering his soul in stone or colour, music or speech. Humanity was the instrument of St. Francis; but he knew, as every poet knows, that Nature and man react upon each other—that echoes of each lie sleeping in the spirit of the other, to be awakened by sympathy into articulate life. Though man is the most complex of creatures, the most mysteriously deep, it is in him that most of us find it less hard to awaken echoes. Superficially we speak the same language and have the same form, and—yet deeper bond of fellowship—the same fears. We dread the deep silences, the unknown voices of houseless solitudes: the silence knocks at our heart like a ghost; the voices make a clamour in our ears like voices in an unknown tongue. We see the beauty of dawn and sunset, of the many living forms of Nature; but we do not feel them—we do not through love become them and live through them. But to the poet there are no silences which burden, no sounds which are fearful because unintelligible.

He is one who with a bird,
Wren or Eagle, finds his way to
All its instincts: he hath heard
The Lion's roaring, and can tell
What his horny throat expresseth,
And to him the Tiger's yell
Comes articulate and presseth
On his ear like mother-tongue.

Does this seem extravagant? Have we moved so far from the spirit of St. Francis that we cannot try to reach his faith; for this was indeed the relationship of St. Francis with the natural world—as we strangely call it as if by distinction?

For him the boundaries with which we circumscribe the narrow world that moves without surprises were superseded by a wider vision. Those who joined themselves to St. Francis enlisted in a larger fellowship than that of the gray-frocked Lesser Brothers. They had for their brothers and sisters every living thing that moves with wings in air or creeps with legs on earth, every tree that "utters its leaves," every blade of grass which their feet pressed—nay, the very stones and dust were bound to them by indissoluble ties of brotherhood. What a different temper is this from the calm complacency of "man superior walks amid the glad creation"! The passionate kinship of St. Francis with all creatures of earth, sea, and sky, with all the circumstances of our life, implied no lordship, though by this very humble and loving fellowship he acquired a sway undreamed of by man, the lord of creation. For, finally, love only can command—witness the subjugation of Brother Wolf.

And discipleship of St. Francis still should involve for us some communion in this kind. We cannot afford any more than he could, to neglect the mysterious voice of the wilderness.

Wordsworth has sympathetically expressed one incentive which bound together the monastic brotherhood

upon rock
Aerial, or in green secluded vale,
One after one, collected from afar,
An undissolving brotherhood.

He finds it in the desire for independent happiness; for peace, "the central feeling of all happiness,"

The universal instinct of repose,
The longing for confirmed tranquillity,
Inward and outward; humble, yet sublime;
The life where hope and memory are as one;
Where earth is quiet and her face unchanged
Save by the simplest toil of human hands
Or seasons' difference; the immortal soul
Consistent in self-rule and heaven revealed
To meditation in that quietness.

This was the spirit which drove many to haunt the waste and solitary places, but it was not the inspiration of St. Francis. The extreme, undistracted quietness which Wordsworth has expressed, that self-possession of the soul by elimination of any contending claim were, as we know well, very foreign to the temper of St. Francis. The gentle, almost lethargic, imperturbability of his successors in the mountain solitudes is far nearer to it. They are a quiet folk, singularly removed from the stir of things—with few exceptions, gentle, and of a most hospitable mind; but one longs for something besides this passive piety, this negation of passion and instinct—for a spark of the old fervour which breathes in every line of the Canticle of the Sun. There can be few who have not from time

* A paper read to the Franciscan Society.

to time been rapt out of themselves by the mysterious and unrivalled beauties of nightfall on La Verna; there are, no doubt, some who, from time to time, are drawn to outwatch the slow closing twilight and be present at the ushering in of day, which seems to creep round the holy mountain as if mindful of that one rapturous vision upon which it fell, and fearful of unveiling so divine a solitude. But the convent building is now the familiar bed of the Brothers, and not the deep clefts discovered by

some star of many a one
That climbs and wanders through steep night,

nor the promontory rocks surveying the vast horizon. The great gates are barred for the convent night even before the afterglow of May has faded, and before the moon has risen upon the gray quadrangle and low gray roofs.

One night in May we had climbed at sunset into the upper woods, and only turned our steps again towards the convent when the shadows were thickening between the arrowy pine trunks, and the rugged flowery ground was dim underfoot. The moon rose clear above the lower woods just as we reached the convent gate and knocked for admittance—for it is only through the convent that one can reach or leave the mountain. All was still as a dream; the moon shone into the tiny windows in the long corridor, but no light shone from them, and no answer came. We wandered through the deserted sheds and outhouses into an inner quadrangle, where a dog—a vagrant like ourselves—was stealthily creeping in the ghostly light. He was not without terror to our imagination, for we were no true followers of St. Francis, as is proved, indeed, by our attempt to find some other refuge than the mossy rocks of the mountain top. A flickering light gave us some hope, and we braved the silence and called to its bearer. The lattice was flung open, and in halting words we begged to be released. He flung at us: "Sono forestieri," and the window was shut on us, but sounds within seemed to promise that some one was stirring on our behalf, and we ventured to resume our station and our knocking at the chapel gate we first had reached—through which alone we could be admitted without violating the *clausura*. At last, after long knocking, the sound of feet drew near, and the heavy bolts and chain began to be withdrawn among a confused murmur of voices. Then the great doors were flung open and we stood revealed before two brown brothers and an old retainer, whose dim oil lamps flickered in the night air. They were wonderfully indulgent to our eccentricity, and wisely laughed where they did not understand, but they would not trust us alone again, and the old bedesman, with his flickering lamp to help the moonlight, tottered beside us down the pebbly way, past the solemn cross to La Beccia, chattering about the *festa* on the morrow, and ejaculating an incredulous "Per Bacco!" when he remembered our escapade.

The Brothers are loyal to their fastnesses, but the intention of their founder has become so dim that it is small wonder if even on La Verna the stagnation of a community has replaced the old individual joy and communion. Even at Lo Speco, of Monte Pancrazio—next to La Verna perhaps the most inspiring of the places still inhabited by Brothers—a few splinters of the bed of St. Francis, which has to be railed in from the onslaughts of the pious, are the most appropriate relic the Brothers can devise. I would not be thought to speak in any way slightly of the delightful trio who inhabit Lo Speco, who entertained us with the most courteous and genial good fellowship and humanity; but is it not indeed strange that a splinter from a bed, such as we air-tight dwellers in houses require, should be the one relic of the poet-saint, whose joy, not penance, it surely was, that he must lay his head in some rocky covert or upon the sweet-breathing mountain grass under the quiet sky? An eagle's feather were a more fitting memento. You must be agile of foot and spirit if you would not weary by the way, if you would reach these mountain dwellings of the Brothers; for they are eagle eyries we seek—no nest of lowland bird to be come at by the casual passer-by. After a time one begins to count on the long climb, and to make it in the dewy freshness of morning, or towards the evening twilight, when the remorseless sun has done his work, and the weary day is sinking, not so much to rest as to a new and exquisite life, winged with mists and colours and sweet odours. I am so sure that the Brothers stole home in the morning or evening twilight that I think it is not fanciful to feel the old joy of their welcome hangs about their haunts more in these hours than in the full daylight. And the

joy is great, for there is a romantic beauty about these solitudes which it is impossible to describe. There are nearly always trees around them, not the full-blooded, easy livers of the plain, but wild creatures of the mountain, who know how to bear their forms unterrified by the wind's career, even while they bend before him—and must wind root and fibre through crevice and cranny of the mountain rocks; yet whose foliage is more enchanting, more tenderly inviting to bird and man, than that of the proudest monarch of the lowland forest. But, though the mountain shelters of the Brothers are remote and hidden, it is remarkable that those which date their origin from St. Francis himself are never shut out from light and wide horizons. Some among his followers found pleasure in the depths of caves to which no ray of fair daylight or breath of air could penetrate, or made their home in some deep ravine shunned by all but the most recluse of mountain birds. St. Francis loved to look abroad over the vast patrimony which he must win for himself, to send out his spirit over the illimitable spaces, to speed it with wind and cloud and every element of light and motion through the great domain of Monsignor Sole.

From the hermitage of Lo Speco, in the mountains above Narni, may be seen one of the most wonderful and romantic panoramas which even Italy can discover. The secret of the hermitage is faithfully kept by the mountain, and it must have taxed even St. Francis's eagle eye to find that tiny chapel within rather than upon the mountain side. It is a long and weary way from Narni, over wide meadows and tracts of moor, through low woods and steep narrow paths among the scrubby undergrowth; but it is one of the most inspiring walks that it is possible to conceive: indeed, I did ill to call it weary, but that we, on this occasion, were faithless to our determination, and made our pilgrimage in part through the heat of the day. I can still see Cesi, as we saw it then from the Brothers' garden, in midday slumber on its ledge of rock under Monte Maggiore—wild, unschooled Cesi, of many reminiscences. It had been an eventful day that on which we disturbed the peace of Cesi, and gave it food for a summer day's gossip. We had started from Todi in the early morning before the town was well awake—before the mists had lifted from the valleys or the dew had melted from the tall corn. Our road lay along a ridge above the valley mists, and for a short while the Tiber lay below us on the right. We passed through oak woods half in shadow, half luminous in low sunlight; the nightingales were awake and prodigally pouring out their jewels of song in exquisite cadence and liquid melody, interspersed with those long-drawn sweetly reflective notes which are near to tears—a chorus of rich and persistent delight.

We passed below a gray and peaceful citadel on a hill looking like an ancient convent or the forsaken fortress of a feudal lord. The gates were open as we climbed the grassy mound; but all was silent within. Then from the fields beyond came the sound of chanting, and we saw priests and people kneeling in gay-coloured pious procession in the open field, praying a blessing on their ripening crops—for these were the Rogation days. By slow stages they drew near to the gate chanting their monotonous litany, and we stole away as they passed in to repeople their deserted citadel. We visited another steep, narrow village that day—the strangely beautiful *paese* of Portaria—and at the very summit, beside the mingled ruins of a pagan and Christian temple, to which we had climbed through dusky barns and narrow arches in default of a street, we compared the economics of Italy and England with a cobbler on his tiny terrace, while his child wife brought out their store of bread and cleanest cloth. Above us, but divided by a ravine, towered Monte Maggiore, upon which we knew that L'Eremita, our destination, lay somewhere hidden; and among the meadows to right of us the majestic triumphal arch of the Caesars stood out solitary against the horizon among the ruins of the ancient Città di Carsulæ.

We were tired when we reached Cesi, and more so when we heard that it had not yet found the need of an inn. Our mood was humbled, and we gave ourselves up gladly to a little boy who lured us on with hopes of shelter. When we drew up with a little crowd at his abode we had still to win a welcome from its owner, who was sitting with some neighbours on the doorstep. After some delay we were approved, and her husband took us to our room—which was his, by the way—and was set in order under our eyes with all conceivable good humour. I blush sometimes to think of our grudging gratitude towards inn-

keepers and private persons who gave up their rooms to us and slept who knows where—we sometimes wished we had been there instead. Cesi was startled out of its equanimity by our request for a donkey that very evening to proceed to L'Eremita. It was madness; the climb was terrible, they said; darkness would come on; no one would consent to go; the path was even perilous. With our usual light-hearted ignorance we insisted, and, as usual, prevailed. Our cavalcade set off—the donkey, his master, and unsolicited old Zi—garlic incarnate. No amount of suggestion would turn him back; command was tried next, and refusal of the very smallest *regalo*; but Zi was persistent, and kept pace manfully, and was full of solicitude, quite undimmed by our discourtesy.

The way was, indeed, steep and rocky—at times almost perilously so—but throughout of great beauty, and as we wound round the mountain side the horizon widened, revealing range behind range of hills, till at last, when we had passed into the rocky path overhung with ilex, close upon L'Eremita, the familiar hills around Perugia came into sight, and the fertile, exquisitely undulating tract of country, above which rises Todi the poet's home. We looked down from our airy perch on the vapours that were driving across the sunset, adding mystery to the wild splendours of colour and deepening light, and then, as we came down through the quiet night, suddenly, twinkling lights, like giant glow-worms, came dropping out one by one along the distant mountain side and over the plain, the festival fires of Ascension Eve, giving a sense of homeliness and identity to the shadowy forms of earth. As we passed through the ruined gateway and climbed up the steep narrow street, a great flame of dry olive boughs blazed out upon the tiny *piazza*, throwing the mulberry trees into startling relief and lighting up the faces of the crowd and our jaded cavalcade. Old Zi had not forsaken us, and we bade him drink to our health and his own as we supped off our *risotto* in the dimly lighted kitchen. I might tell of Cesi's picture gallery in the house of her chief citizen, to which we were also conducted by old Zi, but I have wandered far from the solitudes peopled by the brotherhood of St. Francis, men and beasts and birds. One thing only I would say in conclusion, that it is not as a topographical curiosity, nor merely as a background to the figure of St. Francis, that it has seemed well to revive the memory and, if possible, evolve the spirit of his lonely haunts in woods and on the wide mountain side; it is that in them we seem to come closer to that part of the man which is still vital and stimulating to us; it is that we may translate into our own life something of the spirit which quickened his—the spirit which lives by communion with everything of beauty in Nature or man or the poetry of language, form, colour, and sound; the spirit which is itself the foundation of all poetry, which has no need of particular orisons, because it is itself a perpetual prayer.

PRIVATE SECONDARY SCHOOLS IN AMERICA.

By H. W. HORWILL.

IN the whole code of American democratic philosophy no item is more picturesque than the doctrine of the intermingling of all grades of society in the "common schools." The discovery by the Mosely Commissioners of a son of President Roosevelt sitting on the same bench with the children of working men has been widely published in England as typical of American sentiment, and their surprise at the spectacle has been correspondingly exploited in America to illustrate the less progressive social development of the older country. And it is impossible to doubt the earnestness and sincerity with which the American people suppose themselves to believe in the policy exemplified in this Washington school. Again and again, in addresses and newspaper articles, the inclusion of children of all classes in the public or common school is exalted as possibly the chief contribution made by the United States to the world's civilization. It is true that the arguments by which it is usually defended would require the prohibition of schools of any other type, and that there are no signs of legislative movement in this direction. But logic is not a strong point with American writers and speakers on education; so the reality

of their avowal of their convictions need not therefore be brought into question. I have even heard a lady, herself a college graduate and engaged in a learned occupation, declare that, if she had children, she would rather send them to an inferior public school than to a private school where they would be better taught, so highly did she value the cultivation of the democratic spirit. As she happens to be a spinster, her resolution remains untested, but I do not think her courage would fail.

I am not concerned to discuss here whether this mingling of classes at school is, after all, an entirely novel phenomenon in the world's history: whether, for instance, something very much like it has not been known in Scotland. Without challenging the originality of the idea, I wish to point out that in this matter American practice is not wholly in accord with American principle. The Roosevelt incident is likely to be misinterpreted by foreign visitors who apply old-world precedents of political prestige to American conditions, and are not aware that it is by no means a matter of course for the President of the United States to move in the best society in Washington. Not many Senators count for much socially, and the proportion of Representatives who would be recognized in polite circles is smaller still. But the President and Congressmen of both Houses are alike "in politics," and are consequently required to make concessions to established tradition. In many Western constituencies the claim of superiority implied in wearing a tall hat would be fatal to a candidate's chances; in most constituencies his election would be seriously imperilled if he were suspected of thinking his children too good to suffer contact with the people's children in the common school. If the Mosely Commissioners had inquired where those children were being educated whose parents had the *entree* to the best society of the national capital and were not in politics, the levelling of classes would not have been so obvious. And it is worth while to note the preferences shown by those who are in politics when they have already paid sufficient hostages to democratic sentiment and are free to make their own choice. Mr. Roosevelt, it is true, sends his sons to the common school for their elementary education, but when that is past they go, not to the public high school, but to Groton, one of the most expensive and "exclusive" private schools in the United States.

That, in spite of the orthodox creed, there exists among many parents a strong inclination in favour of the private school—a term which in America covers every kind of school that is not supported by public funds and under public control—will be realized by any one who glances over the advertisement pages of such publications as the *Outlook*, the *Atlantic Monthly*, or the *Churchman* just before the opening of the school year. Announcements will be found of scores of such schools in many parts of the Union. The reports of the United States Commissioner of Education show that there are now 1,835 private high schools with 104,690 pupils, as against 6,292 public high schools with 550,611 pupils. Of late years there has been a rapid increase in the figures of the public high schools and a slow decrease in those of the private high schools. The increase is largely due to the new policy of the consolidation of village schools, and the provision made by many communities, which cannot themselves afford to sustain a high school, for the payment of the tuition fees of such of their own children as wish to attend a high school in a neighbouring town. This has probably affected the numbers of the private schools also, as it has struck off their rolls the children of those parents who would have preferred a public school, but previously had none within reach. By this time the provision for public high schools has so widely covered the country that the private-school statistics may be interpreted as a fair index of that proportion of the population which deliberately prefers private secondary education and can afford to pay for it. The test of conviction is, of course, severer than in England, for, in addition to the private-school fee, the parent is taxed not only for the public elementary schools, but for the public high schools also. If such parents are undemocratic, they are evidently willing to pay for their eccentricity.

The old-time "academy," dating from a period before the policy of public high schools was general, still flourishes in the older States. An excellent example is the Phillips Academy, Andover, Mass., with property valued at 200,000 dols. and an enrolment of four hundred pupils, all preparing for college. That the old-fashioned curriculum has been modified by the

tendencies of the time is shown by the fact that these pupils are equally divided between the classical and the scientific courses. A more modern type is the expensive boarding school, best illustrated by Groton, Mass., which has an English clergyman for its head master, and holds in America very much the rank of Eton or Harrow in this country. It has 158 boys, all of whom are preparing for college, and 156 of whom are taking the classical course. Its property is valued at 750,000 dols. A similar school is St. Mark's, Southboro, Mass., where the number of boys is limited to 125, and no one over fifteen is admitted. Schools of this class have a "waiting list" sufficient to fill up every vacancy for ten years ahead, names being sometimes entered at birth. It may be worth mentioning by the way that a few years ago an American weekly paper of the highest repute, wishing to compare the efficiency of English and American methods of education, set before its readers as contrasted object-lessons an account of one of these schools and a parallel description of a parish school in an English village. What has been said of the private high schools for boys would largely apply to those for girls. The total number of pupils is divided almost equally between the two sexes.

The following reasons are most commonly alleged to explain the persistence and flourishing condition of private secondary schools in a country where the inducements to use the public secondary schools are obviously many:—

1. The advantages claimed for a boarding school over a day school in the training of character influence a certain proportion of parents in America as well as in England. The extension of the railway system and the American habit of treating long distances as trifling have made it possible to draw pupils from a very wide area. Thus, a private school in Pennsylvania which charges a fee of 900 dols. a year has no less than thirty-two pupils whose homes are in Chicago and its suburbs, to say nothing of others hailing from such remote States as Maine, Minnesota, Texas, Colorado, Wyoming, and California. But in many important instances, especially in large towns, the private school is a day school; so the consideration mentioned in this paragraph does not apply universally.

2. Whatever Fourth of July orators may say, class distinctions—especially the distinction between those who have money and those who have not—contribute powerfully to the prosperity of the private schools. Racial prejudices work in the same direction. A complaint was made not long ago that Hebrew children were excluded from leading private schools in New York City, and the justification given was that, if they were admitted, the children of Christian parents would be withdrawn. The discrimination against Jews, by the way, is also made in some of the most fashionable hotels and summer resorts. The social reason applies particularly to the education of girls. The practice of co-education in many of the public high schools makes for the popularity, among many parents, of schools for girls only. Of late years there has been a notable increase of girls' finishing schools, in which intellectual interests are admittedly subordinate to social. They are said to be practically first-class boarding houses, where instruction is given in the latest way of shaking hands, and where there is no annoying discipline. Such schools are reported to be very careful about the social standing of the girls they accept as their pupils.

3. According to the most valuable evidence, the teaching given in private secondary schools is of a higher quality than in the public schools. Its superiority is particularly marked as a preparation for college. This is only what might be expected when the methods of the two classes of schools are compared. (a) In a private school, where it is known from the first that the majority of pupils are intended to go on to college, the curriculum can be arranged with that end in view. In the public elementary schools the same course has to be taken by those children who will later receive secondary and higher education and by those who will not; and in the public high schools it has to be recognized that the education of most of the pupils will end with their high-school course. This difference has become so clearly marked that some educators of influence are advocating the establishment of special public grammar schools, where children who are to prepare for college may take an abridged course in the so-called common branches and begin secondary studies much earlier than is the custom in the public schools at present. Meanwhile, the advantage in this respect lies with the private schools. (b) The greater financial resources of the private schools enable them to organize their

pupils into smaller classes. Dr. W. T. Harris reports that in the public high schools there are about eighty-seven pupils to a school and twenty-five to a teacher, while in the private high schools there are fifty-four to a school and eleven to a teacher. (c) Further, the teachers in the private schools are better equipped. These schools, said President Eliot not long ago, "employ a more expensive kind of teacher: for they use a larger proportion of men and a larger proportion of college graduates."

An attempt has lately been made to discount the higher quality of private-school teaching on the ground of the record made at Harvard by men coming from the public schools. It has been stated by President Eliot that these men on the whole not only pass better examinations at admission, but hold their own throughout their college career, and graduate with better standing than those who come from private schools. The inference which the advocates of public schools draw from this report is weakened by the fact that, although the proportion of public high-school pupils to private high-school pupils is five to one, the proportion of Harvard freshmen coming from the public high schools is only 30 per cent.; that is to say, the freshmen from the public schools are picked men. It should further be remembered that, in most instances, being poorer than the men who come from private schools, they have a stronger incentive to work hard. The feebleness of this plea for the public schools may be realized more clearly by an English reader if he thinks for a moment of the argument that might be drawn by a similar process of reasoning from the successes of former Board-school pupils at Oxford and Cambridge.

A sketch of the private secondary schools of America ought not to close without some reference to a type of peculiar interest in its implied protest against secondary schools of the customary type. In the magazine advertisements already referred to will be found many announcements of "military schools." These are not mainly intended, as their name might suggest, for the preparation of army candidates. The majority of their pupils intend to enter some civil occupation, but they are sent to these military schools for the sake of the discipline enforced there, which is on the military model. These schools accordingly owe their success to a reaction against the excessive indulgence allowed to boys in the average secondary school, whether public or private.

On the whole, then, it may be claimed for the private schools of America that they demand more attention than has usually been paid them by foreign observers. Their being so frequently ignored may partly be due to the fact that, compared with the public schools, they are modest and unobtrusive. In the educational exhibit at St. Louis they were, I believe, almost without representation. The investigations of most of the Mosely Commissioners appear to have passed them by. Yet it cannot be denied that they play an important part in the training of Americans of the most influential classes.

In this account of private schools I have written of secondary schools only. It must not be forgotten that private effort supplies an important element in elementary education also. According to the United States Commissioner of Education there are over a million pupils receiving elementary instruction in private schools, as against over fifteen millions in public schools. The private elementary schools are largely Roman Catholic. These "parochial schools," as they are commonly called, are serious rivals to the public schools in towns which have a large Roman Catholic section in their population, and the demand that they should receive a share of the public funds is being pushed with increasing persistency.

BOARD OF EDUCATION REGULATIONS FOR SECONDARY SCHOOLS.

FROM A HEAD MASTER'S POINT OF VIEW.

MUCH has been written about the new Regulations for Secondary Schools, but the full effect they are likely to have on existing schools if carried into effect in the manner apparently at present contemplated by the Board does not seem as yet by any means completely understood. The discussion of the subject at the last I.A.H.M. meeting some months ago

may serve a useful purpose in calling attention to this matter again, and is the excuse for the following remarks.

In the first place, a clear distinction must be made between the Prefatory Memorandum and the Regulations themselves. The general spirit of the Prefatory Memorandum cannot be too highly commended. It seems almost an impertinence to praise it; as an essay on secondary education it is at once large-minded, lucid, and hopeful. But, as was sagely remarked by Mr. Jack Bunsby of an altogether different topic: "The bearings of it lies in the application"; and it is this application which is our immediate concern.

The matter may be conveniently considered under the following heads:—(1) Mode of assessing grant; (2) mode of controlling schools; (3) the financial basis of grant; (4) the effect of the Regulations on schools hitherto aided, particularly A schools; (5) the effect on Local Authorities.

We will deal with these, as far as possible, *seriatim*.

Mode of Assessing Grant.—The Regulations throughout are vitiated by one fundamental defect: they are not adapted to the conditions existing in secondary schools. The models on which not only they, but even the very nomenclature adopted, are based are the Whitehall Regulations for Primary Schools and the earlier Regulations of the Science and Art Department for detached science and art classes. Year by year successive modifications have been introduced, but the skeleton framework remains the same. The Board has never realized that the conditions prevailing in secondary schools proper—schools of the grammar-school type, as distinct from the converted higher-grade or Cockerton schools—differ *in toto* from those in primary schools. Hence all schools must lie on the same Procrustean bed of minute regulation, of perverse and needless registration, of machine-like subdivision of school life into school years and courses, which are entirely foreign to the spirit of elasticity and individuality which have marked all that was good in secondary schools. The grant, to begin with, is a capitation one pure and simple. At first sight nothing can be fairer—so many more pupils, so much more grant; so many fewer pupils, so much less. But to reason thus is entirely fallacious, as the expenditure of a school does not vary in anything like direct proportion to the numbers; neither can the relative educational utility of different schools be measured by the mere counting of heads. The working of a small school, to begin with, will always be far more costly *per caput* than that of a large one, and in every school there are numerous charges of a practically fixed character to be met. Buildings, head master, staff, and establishment charges generally have to be provided for; and, though the cost of staff increases with numbers, it changes far less rapidly than the numbers do. Thus a school of a hundred and fifty boys will cost nothing like double of what a school of seventy-five boys will cost, while the grant on the former will be double that on the latter. Accidental fluctuations, too, will affect the grant on a smaller school much more seriously than on a larger one; the failure of even a few boys to qualify for grant in a particular year may make a considerable and unfair difference to the small school—considerable because the total number is so small; unfair because the failure to qualify for grant may represent a very small falling-off, if any, in the educational value of the school as an institution.

Furthermore, the grants are not paid on all boys, but only on selected individuals following a particular course of study, and at a particular stage of their school life—for a period of not more than four years, beginning at the age of twelve or thirteen, as the case may be. The grants, too, are not uniform, but graded, a small grant being paid for the earlier years, a much increased grant for the later years. This has been the invariable practice of the Board in the past; but it is hard to see how it can be logically maintained that the earlier stages of a child's education are of less educational value than the later stages.

The fact is it is a survival of the old tradition of payment by results, and the practical result is to still further handicap the working of those schools which have to contend most acutely with the difficulty of boys leaving school too young (a practice which the parents, and not the school authorities, are responsible for), and can only be likened to the earlier practice of Whitehall when it encouraged struggling elementary schools to become more efficient by reducing their grant. Not only is the capitation basis faulty and partial, but the restrictions attaching to it act

in a capricious and variable manner. The unit of time adopted is the school year, or so-called session, commencing usually in September and ending in July, and to qualify for grant a boy must make 80 per cent. of possible attendances. This division of time acts most detrimentally to schools. In all secondary schools, though the school work is usually mapped out for the year, the unit of time is the term, not the year. Boys enter by the term and leave by the term. In many schools, particularly the larger ones, promotions are made by the term. Thus, unless a boy enters a school in September, the school loses the whole grant on him for the school year in which he enters, and, unless he leaves at the end of July, the school loses the whole grant for the year in which he leaves; yet the school is bound to admit him at any term, and he must be free to leave in any term.

It cannot be seriously urged that the whole, or even the greater part, of the educational work of a year at school is lost because a boy has left a few weeks or half a term before the end of the school year; nevertheless, the school is deprived of all its grant if he does so leave. To show how detrimentally this affects schools, we have it on Mr. Reith's authority that at Halifax the grant was lost on thirty boys in one year owing to this cause. It would almost seem as if the Board, having offered to give grants to schools, had got alarmed at the possible consequences of its own generosity, and had determined to take back with the left hand what it offered with the right. At all events a stout barbed wire fence of restrictive conditions has been erected as a barrier against easy entrance into the Board's Tom Tiddler's ground, and, worst of all, the restrictions depend on matters over which the school authorities have little or no control, so that of the number of boys commencing the so-called course how many will ultimately qualify for grant is practically a toss-up, and it is a real aggravation of the difficulties of many a schoolmaster to find that his grant is largely determined, not by the educational utility of the school as a whole, but by the number of boys who are fortunate enough to win their heat, as it were, in a departmental obstacle race. The remedy for these evils is to be sought in a radical change in the mode of assessing grants, and to substitute for a varying and capricious capitation grant a fixed grant for each school, based on the circumstances of the school. After a certain qualifying period, say five years, let the Board allot to each school a definite grant—£250, £150, £350, as the case may be, the amount to be subject to revision, say, every three years. During the three years' time there would not be much change probably in the circumstances of the school (any exceptional situation could be dealt with exceptionally), the school authorities would know what these resources were for, at any rate, the next three years, and all the necessity for so much registration and other *minutiae* would be got rid of at one blow. It may be thought that the responsibility of the inspectorate would be heavily taxed by such a system, but it ought not to be unequal to such a responsibility if it is an inspectorate of any value, and the consequent gain would richly compensate any problematical drawbacks.

There are many advantages, in addition to the above, that would be gained from this system: not only would the school work be judged as a whole, but more than one fruitful cause of friction and heartburning would be removed. To mention one only: age qualification for grant. The regulations practically assume classification by age and not by standard of attainment—which, as Euclid says, is absurd. Last year it was average age, for which something may be said; this year it is not even that. Boys below twelve are only to be admitted by special permission of the inspector, and inspectors are somewhat too prone to assume that every younger boy—however forward and promising he may be—if placed among older boys, is being exploited for the sake of the grant. Every schoolmaster with Board of Education experience would rejoice to have so fruitful a source of difficulty removed.

So much for capitation grant.

Mode of Controlling Schools.—To a casual reader glancing through the Board's Regulations the thought would probably at once arise: "Where are the head masters to come in?" And one may well ask what degree of wise guidance is really expected of them, when so much is taken out of their hands, and control so minute, so all-pervading, is maintained. The Board appears to treble the parts of inspector, administrator, and teacher; or, in other words, to be Central Authority, Local

Authority, and head master all in one. It is evident that there must be dangers as well as drawbacks here—dissipation of energy, the stereotyping of methods, the discouragement of experiments and new departures. Every school is to adopt one out of three possible courses. Is this wise? Is it necessary? Every school must spend at least four and a half hours on this, seven and a half hours on that, every week. Most schools certainly find it quite possible to draw up a fairly satisfactory time-table keeping within the official limits; but does that justify the Central Authority in laying down such minute regulations? Are they adapted—can they be adapted—to the needs of every school, of every scholar, of every locality? Not only are curricula controlled, but modes of teaching are approved or disapproved *ex cathedra* by the Board. Is there not a great danger lest the official restrictions, the official suggestions for English teaching, for Latin, and so on (excellent as they may be in themselves) should result in school after school taking the path of least resistance (the primrose path of the Regulations), and so tending too closely towards one of a limited number of types. Is there not already a type of secondary school which would be at once recognizable under the name of “Board of Education school”? Are such matters as the control of individual liberty in the matter of external examinations really the proper function of a Central Authority? There is a serious and pressing danger lest all these sage and well meant restrictions may result in saddling secondary schools with what is really and truly a code—none the less real, though under another name; that, though the voice is the voice of Mr. Morant, the hands will still be the hands of the old Science and Art Department; and, while the Central Authority is tithing the mint, anise, and cummin of minute official restriction, what real encouragement is likely to be given for new ideas and new ideals in education—what opportunity for the working these out to a successful issue?

Financial Basis of Grant.—On this point there can be no two opinions. If efficiency is to be maintained, with the scale of school fees at present existing, more money is imperatively needed. Inquiries and surveys in the secondary field, such as Mr. Sadler's surveys in Liverpool and elsewhere, have served to bring into new prominence what was patent before to all who cared to know it—namely, that a large number of schools are literally starved for want of reasonable resources—how in school after school the teaching staff is limited, ineffective, and underpaid. And it is on this point that the Board's Regulations break down. The need is patent; but, so far from holding out prospect of increased aid, the tendency is all the other way. Grants are to be reduced in the case of many schools, not increased. Yet the Board admits the need. Official pronouncements make allusion to “the limited amount placed at the disposal of the Board.” More schools are to be financed, not a penny more is to be spent; hence the reduction, *coule qui coule*. What a lame and impotent attitude for an important Government Department, for a Minister of Education, to adopt! “The Treasury will not sanction it.” Is it really to be believed, as Dr. Rouse put it at the I.A.H.M. meeting, that a strong Minister, realizing the vital need for increased resources in secondary education and prepared to stake his retention of office upon the granting or refusal of his demands, could not force his views even on an unwilling Government, or that Parliament, if asked for a matter of £100,000, £200,000, or even more, could refuse it? Yet, after all, it is not even this extravagant sum that is required. With most secondary schools it is not an extra £500 a year that is needed: it is usually a matter of £100 or £150 or less that is required to make the difference between stability of flotation and danger of sinking. The Board granted aid last Session to 418 schools. £100 a year extra to each of these would be only £42,000, and probably a smaller sum would suffice to put many a school on its feet. Certainly it would if applied to those schools only where financial pressure was most acute, as was done in the case of necessitous elementary schools some years since.

Furthermore, in view of this “limited amount placed at the Board's disposal,” is it clear that the utmost is made of it? The Board devotes money to day secondary schools, science and art classes (day and evening), and evening schools of the continuation-school type. In the years 1901-2 and 1902-3 sensibly equal amounts were spent upon day schools and upon evening schools. This comparatively large expenditure on evening schools will probably surprise many.

Is it certain that this proportional allocation at all represents the relative value to the nation of these respective institutions? It is, to say the least, doubtful whether a good deal of this evening-school work can justify the expenditure upon it, and, where funds are so restricted, would it not seem better to economize in this direction, and so set free a certain amount for struggling secondary schools where alone work of a really continuous and progressive character can be carried on. The whole attitude of the Board towards this matter of financial aid is half-hearted, and merely opportunist, and educationists must speak with no uncertain voice on this matter if an unwilling administration is to be forced to give satisfaction to their demands. It is not as if the contribution made was already large: £150,000 to A and B schools altogether, a certain additional sum for science and art classes, and £170,000 for evening schools. Compare this with the £9,000,000 spent on elementary education, and it cannot be contended that the Board at all realizes its duty to the country in the matter of secondary education.

The Effect on Existing Schools.—The above considerations apply to schools in general, but the effect of the Regulations on schools hitherto aided requires further discussion. It is not too much to say that their effect, if applied as the Board seem determined to apply them, will be disastrous to many schools. And to understand this fully it is necessary to retrace some well-worn ground, and recapitulate the historical development of the Board as a secondary-school authority. The Science and Art Department, as it was then, in order to systematize and improve the science and art teaching of the country, offered inducements to schools to provide such teaching in the day schools, and so the organized science school was developed. The grants thus offered were considerable, but somewhat onerous conditions in the way of provision of plant and premises, as well as heavy demands on the school time-table, were made. Furthermore, it was made a condition of recognition that the course of instruction proposed should be suited to the educational needs of the locality. Every encouragement was given by the Board (it was really Department then; the term is, however, convenient) to existing schools to take advantage of these conditions. It was explained to governing bodies and to Local Authorities that, if once the necessary expenditure was incurred, the substantial grants earned year by year would both recoup the outlay and provide an increased income. And so many existing schools—particularly those where financial pressure was most acute—were remodelled to meet the new state of things, and many local bodies possessed of funds, small endowments, &c. were encouraged to start new schools. The amount spent by individual schools in this way was frequently considerable, in some cases large, and as the number of schools recognized increased an entirely new situation was brought about. Schools hitherto starved and stagnant revived; efficiency ruled where destitution and languor had been supreme, and the credit of this is very largely due to the Central Authority. Some years passed, and the B school was instituted, making smaller demands for capital outlay and smaller inroads on the school time-table. Now, in the fullness of time, the Board is enabled to deal with schools as secondary, and not merely as teaching science and art. How does it propose to deal with the A schools which have in the past adapted themselves to the Board's requirements? They were, to begin with, the weaker and more poorly endowed schools. They have incurred large financial outlay; many of them are still struggling; they have sunk their capital on the strength of the annual grant they were to receive, while the standard of efficiency, and of consequent expense of working, is now far higher than it was before the movement began.

One would imagine that, whatever the Board did, it would at least see that it was in honour bound not to break faith with these schools, towards which it had incurred serious responsibilities, and that, before it started on a new departure, it would take every care that these schools did not suffer. Unfortunately, that is not the attitude which the Board has adopted. The old A school is to be manœuvred out of existence, except in a small minority of cases, where special conditions prevail. The grants are admitted (see Regulations, Paragraph 11, page 12) to be “by no means excessive and, in fact, necessary for the maintenance of the schools at a due level of efficiency.” Apart from these grants the financial needs are as great as ever they were before; but the grant is to be cut off, the Board

being of opinion, to quote from a letter of the Board to one such school, "that a course under Section 32 is better suited for the circumstances of the school than a course for grants under Sections 32 and 35."

That is to say, a school which has, on the strength of the grants and under direct encouragement and sanction of the Board, incurred a large outlay on premises and equipment to enable it to undertake a course of instruction approved by the Board as "suited to the requirements of the district" is now, after some five or six years' working, informed that the course is not "suited to the circumstances of the school"; that another course must be followed, and lower grants are to be received in future. That such a course is being followed, not in the case of one school only, but in the case of many, seems hard to believe; but such is the attitude at present adopted by the Board. To characterize it as unfair to the schools concerned is to compliment it: it deserves a stronger word. Doubtless, the expectation of the Board is that Local Authorities will step in and save the situation, and the attitude of the Board would be reasonable if Local Authorities had been consulted and had given an undertaking to do so; but to proceed as the Board have done, and to jettison the schools, as it were, without this understanding, is reckless, ill-judged, and amounts to a breach of official faith. It is a refusal to recognize the consequences of its own actions in the past, which is quite at variance with accepted traditions of public administration, and will have disastrous effects on many and many a school.

Position of Local Authorities.—This brings us to the last part of our subject, the effect on Local Authorities. The main factors in this respect are the abrogation of Clause 7 as it used to be called, and the additional burden which funds for secondary education have to bear under the Act. Up to last year, by the operation of Clause 7, many Local Authorities were made the medium of official communication between the schools and the Central Authority. This provision, while viewed with apprehension by a number of head masters, undoubtedly had this to recommend it, that it placed the Local Authority in a position of considerable control and responsibility, and encouraged a corresponding lively interest in education among local rulers. The abrogation of the clause places Local Authorities in an altogether less favourable position for controlling education within their respective areas, and it is very much to be feared that this will prove an additional discouragement to them to press forward a vigorous secondary policy. Some of them, as it is, have been lukewarm enough in the past; it is to be feared that they will be even less zealous in the future. But, apart from that, the position of Local Authorities is not itself easy: it is not too much to say that, as regards local enthusiasm in the counties, the clock has gone back since the first days of passing of the Act. Experience of primary-school administration has brought disillusionment with it—the cost of primary education has already proved heavier than was expected—rates have risen, and the ratepayers are averse to further rises where they can be possibly avoided. Thus, enthusiasm for the secondary penny or twopence is nowhere marked, and, in the county areas, is non-existent, and County Authorities are only too well aware how much opposition will be evoked by any proposal at present to put on a rate for secondary education. And without the rate it is difficult to see how even the existing aid to secondary education can be continued. The Act gives no increase of direct aid to secondary education, but it throws the whole burden of the training of pupil-teachers, and of teachers generally, as an additional charge upon the secondary fund, although the need for this training arises simply and solely out of elementary teaching. It is teaching of a non-elementary character, it is true, but it is secondary education pursued entirely for the benefit of, and as an integral part of, the system of primary education. It is, therefore, not easy to justify the laying of this additional burden upon Local Authorities without increased aid from Imperial sources. It would take too long, however, to pursue this matter here, but enough has been said to show that the position of even the most willing Local Authority is not an easy one at present. Certainly it does not justify the Board of Education in withdrawing any portion of its aid from existing schools, upon the assumption that Local Authorities will at once step in and make good the deficiency.

Summary.—The above considerations seem to show that there is urgent need for the issue by the Board of Education of

a comprehensive and generous scheme dealing with secondary schools, based broadly upon the working of each school as a whole and not upon sections of the school work, as at present; that special provision should be made for poorer and less well-endowed schools; that minute regulations of details should be swept away, each school being given the fullest share of liberty in arranging these matters for itself in accordance with local needs; that the Board of Education should realize that no satisfactory scheme can be propounded unless a more liberal scale of disbursement is adopted, and should make it its business to press for a larger grant from the Exchequer for this purpose. Its present policy forces it to make economies by depriving existing schools of grants they cannot do without, and which they are morally entitled to receive—economies the net gain from which is altogether out of proportion to the dislocation and injury it will cause to work going on at present.

TELFORD VARLEY.

COLONIAL AND FOREIGN NOTES.

FRANCE.

We reported a few months ago that prizes in the elementary school were threatened. Their existence is now endangered in the secondary school. It is proposed to change the date of the long holidays and to put off prize distributions until boys and girls return from them. Since many pupils leave school in summer for good, the postponement would presently become a postponement until the Greek Calends.

M. Boudhors defends the prizes on the ground that they furnish the nucleus of a library to poor boys who love books and read them with profit. It is at least the tradition in England that even the most studious boys do not read their school prizes. And we believe that the tradition is justified by facts.

Spelling reform has moved one step forward. First several members of the Conseil Supérieur expressed a desire that orthography should be simplified, and a Commission, having been appointed, proposed the not inconsiderable changes of which we gave an account. Then the Academy poured cold water on the fires of the Commission. Now a new Commission, with the suggestions of the old and the criticisms of the Academy to guide it, is to formulate conclusions, which are to be annexed to a *projet d'arrêté* and examined by the Conseil Supérieur. It is so that they manage things in France. But the topic of the hour is quite a different *projet*. It is that of M. Simyan for overcoming the *péril secondaire*, the danger to secondary education that has arisen mainly from departmental economies. We set forth the case as he states it. Classes in the *lycées* have grown too large; for money can always be saved by dispensing with a teacher and distributing his pupils among other divisions. In some schools the *professeur* has to handle forms of forty or fifty boys. Or, keeping the pupils together as a class, the head master may assign the work of the teacher to other teachers, already burdened to the utmost, who must make good the insufficiency of teaching power by giving *heures supplémentaires*. These extra services are inadequately remunerated. Again, also as an economy, *répétiteurs*, lacking knowledge, method, and authority, frequently receive the charge of teaching classes, and therewith the coveted title of *professeurs adjoints*. This is a breach of faith towards parents, who expected that their children would be taught by fully qualified men; and it deprives the *lycée* of its advantage over ecclesiastical schools. As a result of such financial expedients the position of the teacher—we mean, of course, the *professeur*—has become disheartening. On the one hand, he suffers from overwork; on the other, he is poorly paid and finds promotion slow. To improve the situation M. Simyan has drawn up a Bill, which has been referred to the Committee on Education, containing provisions that in all *lycées* teaching is to be done by *professeurs*; that no class shall exceed thirty-five pupils; that no mastership may be suppressed to impose *heures supplémentaires*; that *heures supplémentaires*, when given under necessity, are to be paid for at the average rate of payment to *professeurs*; and that salaries are to be fixed according to the following scale:—

	In the <i>lycées</i> of Paris.	In the <i>lycées</i> of Departments.
<i>Professeurs</i> of the 1st class	8,000 francs	5,700 francs
" " 2nd "	7,500 "	5,300 "
" " 3rd "	7,000 "	4,900 "
" " 4th "	6,500 "	4,500 "
" " 5th "	6,000 "	4,100 "
" " 6th "	5,500 "	3,700 "

The troubles of the French teachers are interesting by reason of the light cast through them on the French higher school. And it may be instructive to compare them with the grievances under which the second-

any teacher in England labours. With him, if he does not possess private means, one anxiety often excludes all others: it is to know whether he will starve in middle age. But we will leave our readers to make the comparison, and we restrict ourselves to French affairs. A continuous effort, the natural accompaniment of the growth of democratic sentiment, is being made to effect some sort of union or reconciliation between the primary and the secondary school. M. Friedel studies the question in the *Revue Pédagogique*. Two ways are alternatively open, he contends. Either the two systems should be completely amalgamated, the primary school becoming, as in Denmark, strictly preparatory to the secondary and obligatory for all children; or else primary and secondary teachers should alike be trained at the Universities. The latter is the course for which the primary teachers of Germany have pronounced. Indeed, everywhere it is conceded that the State would gain by offering to primary teachers some opportunity of wider culture. Although social distinctions exist, the education of a people should not be hampered by social jealousies.

UNITED STATES.

The chief educational event of the year has taken place. Ashbury Park has seen the National Educational Association come and go. Anticipated with pleasure, the meeting is regarded with satisfaction by those who took part in it. We must, however, reject the suggestion that the appearance of a school of whales on the New England coasts shortly before the gathering was induced by curiosity as to the programme of the Association. The schoolmen were honoured by the presence in their midst of President Roosevelt, who discoursed not on the strenuous life, but on the service done to the Republic by teachers, particularly in amalgamating into one homogeneous body the children born in America and those who come to it from so many different lands. This sets us reflecting that, after all, the great American nation is made up of many heterogeneous elements, and that the fusion of them together is perhaps not so complete as President Roosevelt imagines. We pass on, however, to the Declaration of Principles, formulated by the Association in accordance with annual custom. We select for quotation the second, fourth, fifth, and eighth sections, as being likely to interest our readers most.

"2. The National Educational Association notes with approval that the qualifications demanded of teachers in the public schools, and especially in city public schools, are increasing annually, and particularly that in many localities special preparation is demanded of teachers. The idea that any one with a fair education can teach school is gradually giving way to the correct notion that teachers must make special preparation for the vocation of teaching. The higher standard demanded of teachers must lead logically to higher salaries for teachers, and constant efforts should be made by all persons interested in education to secure for teachers adequate compensation for their work.

"4. The Association heartily approves of the efforts now being made to determine the proper place of industrial education in the public schools. It believes that the time is rapidly approaching when industrial education should be introduced into all schools and should be made to harmonize with the occupations of the community. These courses when introduced should include instruction in agriculture, as well as manual training, &c. Wherever the conditions justify it, schools that show the application of the various branches of knowledge to practical life should be established.

"5. The N.E.A. strongly recommends the increasing utilization of urban school buildings for free vacation schools, and for free evening schools and lecture courses for adults and for children who have been obliged to leave the day schools prematurely.

"8. The N.E.A. regrets the revival in some quarters of the idea that the common school is a place for teaching nothing but reading, spelling, writing, and ciphering, and takes this occasion to declare that the ultimate object of popular education is to teach children how to live righteously, healthily, and happily; and that to accomplish this object it is essential that every school should inculcate the love of truth, justice, purity, and beauty through the study of biography, history, ethics, natural history, music, drawing, and manual arts."

The fourth section may need a word of explanation. The schools referred to are primary schools. It is contended that the State through compulsory education withdraws the child from the educative work that he used to

do in the home or on the farm; and that, in compensation, it must itself supply industrial training. The eighth section makes it plain that the American educators do not consider the office of the school to be limited to the teaching of a bread-winning trade. Their view was clearly expressed also by Superintendent Maxwell, the president of the Association, in his address, which had as its subject "Education for Efficiency." Such education, he said, is not the mere furnishing of instruction that will enable a boy or girl of fourteen to earn a

(Continued on page 644.)

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starvation wage in a shop or factory. "Education for efficiency means much more. It means the development of each citizen first as an individual, and second as a member of society. It means bodies kept fit for service by appropriate exercise. It means that each student shall be taught to use his hands deftly, to observe accurately, to reason justly, to express himself clearly. It means that he shall learn 'to live cleanly, happily, and helpfully with those around him'; that he shall learn to co-operate with his fellows for far-reaching and far-distant ends; that he shall learn the everlasting truth of the words uttered nearly two thousand years ago: 'No man liveth to himself' and 'Bear ye one another's burdens.' Such, I take it, is the goal of American education."

Is not that the true note? While American teachers keep to it, their country has nothing to fear from commercialism or even from endowments. To the papers read at the meeting of the Association we hope to return on another occasion. We end with comment on an outside matter. It has frequently been urged in this column that what the great centres of industry in England desire are not Universities, but such institutions as the Darmstadt Polytechnicum. You may persuade Bolton, for example, that it needs a University; but it does not. A scrap of American news has some significance in this connexion. The new Carnegie Technological School will not open its doors for three months. Yet already 7,200 students have notified their wish to enter it, many of them being foreigners. It has been decided, not unnaturally, to give preference to the applicants from Pittsburg and Allegheny, then to those from Pennsylvania and the other States of the Union, and to leave those from abroad to the last.

AUSTRALIA.

During the past three months most of the movements for the improvement of University and secondary education in New South Wales and Victoria have taken great strides. New professorships have been established, financial deficits met, and a change introduced into the methods of government, which have brought the schools of the more well-to-do classes in the Commonwealth into closer touch with the wishes of Chambers of Commerce and Legislatures. The Sydney University, in consequence of the generous grant made by Sir Peter Nicol Russell, now has an Electrical Engineering Department, under the control of Mr. E. K. Scott, M.I.E., A.M.I.C.E., who arrived in the middle of March and immediately took up his work. Sir Peter Russell's gift of £50,000 has permanently established electrical teaching at the University, and has given a great fillip to the study of a science which is already beginning to revolutionize commercial locomotion and motive power all over Australia. About the same time that Mr. Scott arrived, Melbourne University established a Faculty of Engineering, embracing a scheme which provided for diplomas in architecture, analytical chemistry, and the like subjects.

The most popular development in Australian University reform, however, has been the successful inauguration of evening lectures at Melbourne University in April this year. This step was opposed at first by the University authorities: partly, perhaps, because it was pressed upon them by the *Age* newspaper—the University's keenest critic in the Australian press—and partly on account of traditional prejudices. The evening lectures are given to Latin, Greek, pure mathematics, deductive logic, English, natural philosophy, French, German, and the history of the British Empire. They cover a term of twenty-two weeks, the fee for most subjects being three guineas. At the time of writing ninety-three students had registered for the classes, thereby ensuring their success. It has now been suggested that the lectures should be delivered in some central hall in the city of Melbourne instead of at the University itself, which is about twelve minutes' tram ride from the metropolitan railway stations.

The battle for the entrance of the Victorian State Government into the domain of secondary education has proceeded without cessation since the last Australian "Notes" were published by *The Journal of Education*. The Rev. Dr. Fitchett, the well known Methodist journalist, who combines the editorship of several weekly and monthly journals with the control of the Methodist Ladies' College and the writing of books concerned primarily with the military and naval heroes of the Empire, is leading the forces of the privately owned secondary schools. Mr. Frank Tate, the Director of State Education in Victoria, is the leader (naturally) of the army of those who defend the establishment of a continuation school which for practical purposes is really a high-class secondary school, providing the training necessary as a preliminary to University and professional education. Dr. Fitchett attacks the State because it undermines vested interests and enters in a semi-Socialistic fashion into competition with more or less efficient existing secondary schools. Mr. Tate responds with an absolutely crushing indictment of the bulk of the secondary schools now existing, and an astonishing catalogue of the schools in various parts of the world established by Governments on lines analogous to the new Victorian continuation school. Mr. Tate shows that the con-

(Continued on page 645.)

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tinuation school is primarily intended for those who are taking up the work of teaching, and indicates, had not his Department resisted the importunities of parents, that the school could have opened with an enrolment of from seven hundred to a thousand ordinary scholars. He reminds Dr. Fitchett that in individualistic America and New South Wales the principle of State secondary education has already been given practical effect to.

One very interesting result of the above controversy is the formation for the first time in Australia of an Association of Secondary Teachers. This body has been started in Victoria with Dr. J. P. Wilson, Head Master of the Presbyterian Ladies' College, as its President. The association is to co-operate with the newly-formed Head Masters' Association, especially in resisting any further attacks by the State on private secondary schools. It has an ambitious programme, not the least interesting plank of which is an item which shows that the owners of private secondary schools in Victoria are not oblivious to the advantages of obtaining grants from the same State which if in another capacity they are only too ready to abuse. At the first meeting of the association a resolution was passed asking the State to provide for their schools special scholarships at the University.

The annual report of the Victorian Education Department records the total enrolment of scholars on June 30 last of 241,145, a decrease of 10,500 on the previous year, the average attendance being 145,500. Including the cost of the State school buildings, the cost of education per head of average attendance was £4. 5s. 0½d.; and, excluding buildings, £3. 16s. 6d. per head. These sums indicate a slight increase on previous years' figures, due largely to the introduction of new subjects and the reorganization of the Department. The report shows a striking passage written by Mr. Tate, defending in detail the nationalization of secondary education. Some of the inspectors complain of the difficulty of overcoming what is known as the Melbourne pronunciation amongst the children of the State. This pronunciation is quite different from the ordinary "Australian twang," and is a new development which deserves to be studied by teachers in other parts of the world.

The report of the South Australian Minister of Education for last year, recently issued, shows a registration of 60,879 children, with an average attendance of 42,234. The cost of education per child in average attendance, inclusive of the amounts spent in buildings, was £3. 9s. 1¾d. The cost of education, as apart from buildings and miscellaneous expenses, was £2. 7s. 11½d. South Australia has a system of professional schools as well as ordinary State schools, thereby reducing the cost to the State of elementary education. This State

does not spend much on secondary education, for, out of a total of £156,000, less than £2,000 is laid out in this direction.

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That echoes down the valley:
"Awake, ye sleepers all, arise,
And to my summons rally!"
Myriads of buds have heard the call,
And, from their slumber risen,
Burgeon and stretch themselves, till all
Have burst their winter prison.
Soon from their cots of russet brown,
The baby leaflets, peeping,
Look coyly forth, then nestle down,
Close to the frail twigs creeping.
From her green bud the snowdrop leapt
Where she had lain securely;
She thought, poor child, too long I've slept,
And hung her head demurely.
Aside their wintry cerements fling
Chafers and midges together,
To dance and frolic on the wing
Above the gorse and heather.
The violet opes her eyes of blue,
Half hid in grassy shadows;
Anemones the woods bestrew,
And cowslips prank the meadows.
My heart was stirred and wildly beat
At sight of spring's returning.
How sad to me the season sweet!
Salt tears my cheeks are burning.
I muse on loved ones deep in earth,
Who moulder all forsaken;
For them there comes no second birth,
No spring their sleep can waken.

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OCCASIONAL NOTES.

MR. BALFOUR'S letter gave little comfort to the Conference of Educational Authorities met to consider the unequal incidence of the education rate. When the Borough of East Ham rescinded its resolution of revolt, it was understood that the Government would "do something."

Unequal Rates.

All that the Prime Minister has to offer is a suggestion that further evidence should be collected and brought before the departmental committee. A section of the West Ham Authority desires to raise the standard of revolt and to refuse to administer the Act. If this decision is taken, the example may be followed by other boroughs near London, which find themselves in a similar quandary. The inhabitants of West Ham, and of half a dozen other areas, are essentially Londoners, though they happen to sleep outside the boundary. They work in London. By their work they provide luxuries for the West End, and enable the rich to live in more desirable suburbs. The difficulty may be got over by the temporary expedient of granting an additional sum for educational purposes; but no really satisfactory or permanent solution will be reached until the education rate is equalized over the whole of the working and residential area of "greater London."

THE report of the Chief Examiner for the London County Council Junior Scholarships expresses satisfaction at the general results. It appears that some 15 per cent. of the candidates gained scholarships. High praise is given to the work of the majority of these, and they are stated

L.C.C. Junior Scholarships.

to be intellectually fit to take up the work of secondary schools. We believe that some 15,000 candidates were examined; so that it is obvious that they were not too strictly selected in the first place. Had they been closely sifted by some preliminary test, it might have been fair, as some critics have done, to argue that, if only 15 per cent.

reached scholarship standard, the teaching is to blame. We do not think such a charge can be substantiated. Yet Dr. Foat does permit himself to say that "a broad conclusion is that everywhere, owing no doubt to the traditional standards of elementary education, mechanical precision appears to have been enforced at the expense of spontaneity and clearness of thought." The chief "tradition" here referred to should be that of assuming that a man or a woman can teach simultaneously sixty children or more. For, although the scholarship class may be small and the teaching excellent, yet before reaching that class the children have been taught in huge masses necessitating more or less mechanical methods of work. One of the few criticisms that can be fairly made on the Whitehall "Suggestions" is that some of the proposals, excellent though they are, cannot be carried out with very large classes.

AS Dr. Foat points out, some allowance ought to be made for the novelty of the examination. We may remind our readers that it consisted of two papers. The

Wild Answers in Arithmetic.

English paper seems to have given the best results, *i.e.*, more candidates scored well in the English paper than in Arithmetic. In the latter paper the failures seem to have been more complete and the answers less satisfactory. It is probably a matter of general experience that children, though they may show intelligence and care in mental arithmetic, do, on paper, make the most amazing blunders. Under the influence of examination fever they neglect the obvious precaution of making a rough mental calculation by which to check their written results. Thus, in the answers we are dealing with, we find amounts up to £10 put down as the price of sixteen eggs. In sixteen minutes it was shown that a man could walk distances up to hundreds of miles. Such answers, when repeated on a large scale, appear to show that the candidates tried to work their sums by rules that had been learnt, entirely divorcing that work from the common sense that they are accustomed to display in their mental calculations. It is, perhaps, one of the hardest matters in teaching to get children to realize that lessons are not a mysterious something by means of which conjuring tricks are performed with the help of cabalistic symbols, but that they require the same application of common sense and intelligence as would be used in buying a packet of cigarettes or in scheming to be included in a Sunday-school treat.

AN analysis of the girls' results in the Higher Certificate Examination of the Oxford and Cambridge Schools Examination Board is interesting as showing, so far as such

The Joint Board and Girls' Schools.

results may be considered as a test, that the big boarding schools are not behind the day high schools in intellectual success. Taking the number of girls who gained the full Certificate at one time, Wycombe Abbey School heads the list with eleven successes; Blackheath High School comes second with ten; but St. Leonard's School, St. Andrews, and Roedean School, Brighton, are not far behind. A concession allowed to girls makes it possible to take the examination in two parts, in following years. Adding the number of part Certificates to the whole ones, Clapham High School and Roedean School are first in the list, each gaining seventeen Certificates; St. Leonard's and Wycombe come next, and then follows a long list of high schools. It is sometimes thought that girls' boarding schools pay so much attention to physical culture, to games, and to the pursuit of a healthy outdoor life that intellectual education takes a second place, and that it is left

for the high schools, which chiefly receive day pupils, to concentrate on book-learning. But, if the results given above may be taken as typical, it would seem that no one type of school has the monopoly of examination success.

THE new scheme for the government of Ipswich School, which, according to the *East Anglian Daily Times*, is practically settled, contains the following financial provision:—The governors will have control of the endowment and of the school fees, and apparently (with the consent of the Town Council) will be able to draw upon the rates; for the scheme provides that the governors shall make such estimate of their proposed expenditure as shall ensure that the school shall be maintained “in a high state of efficiency.” This estimate must be laid before the Town Council and it must be approved. Beyond the estimate the governors will have no power of spending money except by the special consent of the Council. This is quite satisfactory, as the phrase “high state of efficiency” shows that the Town Council do not mean to deal with the school in any niggardly spirit. We are inclined to think that, considering the existence of an intermediate school in the town, the fees might have been put at £20 instead of £15 for boys over twelve. We would call attention to one ambiguous clause which has worked badly in the past. The governors are required to fix the amount to be paid to assistant masters. They ought to fix the salary of each master. In the past this clause has been satisfied by handing over a lump sum to the head master for salaries and allowing him to apportion the amounts. Should the services of the present head master not be retained, he will have a pension of £150. This is a fair provision, though a meagre sum. No mention seems to be made of assistant masters who may be compulsorily retired as a result of reorganization.

UNDER the proposals of the Ipswich Education Committee a separate body of governors from that controlling the Grammar School is to be formed for the Boys' and Girls' Middle Schools. This would appear on the face of it to be a mistaken policy. The danger of overlapping and of wasteful competition is increased when the control of schools in the same town is vested in different bodies. In this case the Education Committee retain a very large measure of control over the Governing Bodies; so that each may be induced to fulfil its desired function. The leaving age of the Middle Schools is fixed at eighteen; so that it is not clear what differentiation is intended between these schools and the Grammar School, except that the first are cheap and the other comparatively costly. We notice one provision that is of great interest. It is proposed to charge a differential fee. And this in two directions. The Committee may direct that admission be granted to scholars from the Higher Elementary School on the payment of a special fee, presumably much lower than the ordinary fee, which must not be higher than £6 and not lower than £3; but to children outside the borough it is proposed to charge £9. This seems to us eminently fair. The ratepayers of a town ought not to pay for the education of children outside the rated area. But, up to the present time, we believe, the Board of Education has absolutely refused to allow different fees to be charged, in the case of endowed schools, to children coming from different areas.

THE National Home-Reading Union has been for many years past a large and influential organization for the encouragement of the systematic study of books. Its work

**The Board
recognizes the
M.H.R.U.**

will receive a considerable impetus from the recent action of the Board of Education in circularizing both Local Authorities and public librarians in favour of further action in this matter. We believe that librarians have already shown great interest in the work of the Union, and have done all that their committees and their funds permitted to help it. In the circulars to which we refer the Authorities are called upon to pay the expenses, and the librarians to aid the teachers in organizing reading circles. With our school-leaving age so low as it is, a real need arises to maintain some sort of systematic reading and study on the part of children who have just left school. We have urged before that the public library, the Reading Union, and the evening schools should work together for the furtherance of the same aim, viz., to teach students to read with enjoyment and profit. For more advanced students we would like to see on the part of the Board a fuller recognition of the value of the University Extension movement. Recognition in both cases means, of course, provision of funds in aid.

MR. G. E. S. COXHEAD, chairman of the Assistant Masters' Association, in opening the general meeting at Liverpool, dealt with the difference between primary and secondary education. For our part, we are unable to see any essential difference except that necessitated by the age of the pupils. Accidental differences are these: the children, speaking generally, in public elementary schools come from homes of a less educated character than the children in secondary schools. The loss of an intellectual atmosphere during school life is a handicap; but it is an accident, and not an essential quality of primary education. The second difference is caused by the large classes in a public elementary school. This is again an accidental circumstance, and may be changed. The third distinction is that in some secondary schools the intellectual training of the staff is of a higher grade than that of the staff in some elementary schools. This again is a fortuitous circumstance not essentially involved in education itself. We therefore arrive at the conclusion that the leaving age alone differentiates the grades of education. The work of an elementary school is to give the best education possible to children who will earn their own living at or about the age of fourteen; the work of a secondary school is to do the same for pupils who leave for work in the world at about the age of seventeen. Both grades of schools are also concerned with the education of pupils who will proceed to a place of higher education.

THE Goldsmiths' College, presented by the Goldsmiths' Company to the University of London, has now been formally opened by Lord Rosebery as a training college for teachers in connexion with the University.

**Dearth of Teachers
in London.**

Several counties near London are sharing in the cost and reserving places for students from their own areas. The mansion of the late Colonel North, at Eltham, which has been acquired by the London County Council, will be opened for the same purpose. These institutions will no doubt in time do something to relieve the exceptional pressure on teachers in London schools, many of whom have to do double work owing to the impossibility of filling up vacant places on the staff. The returns in July last, the end of the school year, show the following vacancies:—242 masters in boys' schools, 140 mistresses in girls' schools, 240 in infants', and 48 in mixed schools. Some of these vacancies, but by no means all, will have been filled by students leaving college in the

summer. But the annual leakage is so great that the same number of posts is likely to be vacant at the end of the present school year. Not only are fresh training colleges wanted: it is still more needful to improve the conditions of service so that capable men and women may be induced to enter a profession the *personnel* of which is of the highest importance to the country.

THE West Riding of Yorkshire has organized a Vacation School, but not in the sense in which the term has of late become familiar. The school that Mr. Acland

**A Treat
for West Riding
Teachers.**

opened at Scarborough was attended by nearly one hundred teachers, most of whom came from the elementary or secondary schools of the West Riding. These men and women were, we may assume, content, and possibly glad, to give up three weeks of their hardly earned summer holiday to attend lectures in the art and science of their trade. And we are not blaming them or the Authority, which may, perhaps, through its Inspectors, have exercised a mild pressure as to attendance. One of the lectures given was by Mr. Marvin on "Getting Stale." To prevent the danger of falling into this slough of despond, it is good, once in a way, to put oneself into the attitude of a learner. It is wholesome discipline to be compelled to listen to the same voice, whether musical or not, for an hour or two. It may help us to realize the danger of boring our pupils. But we are not suggesting that any such danger existed in this case. The Authority at Wakefield seems to have scoured Europe in search of interesting lecturers.

LOGICALLY it would seem impossible to place any limit to the provision of technical education. At present the State concerns itself largely with the education of teachers. Local Authorities undertake to train plumbers and craftsmen of various sorts. Training in art may be had almost free of cost. It is hard to see why any trade or any profession should be favoured in this respect. Consequently Sir William Collins is right in suggesting that the London County Council somewhat neglects the claims of the 25,000 persons engaged in the grocery and provision trades. In itself a grocer's shop may give a liberal education. If the grocer is acquainted "with the geographical origin, the chemical constitution, and the physical and dietetic properties" of the goods he sells, he must be almost omniscient. The newspaper accounts tell us that Sir William was listened to with every sign of respect, but that the audience became restive under a lecture from Mr. Aubrey Rees, secretary of the National Association of Grocers' Assistants. May it be assumed that the budding grocer does not relish the idea that his short evenings should be spent at a polytechnic learning geography and dietetics?

IT appears that Mr. Sadler's work does not always end with the writing of a report. At any rate, he has just been addressing a public meeting of the parents and ratepayers of Long Eaton, called to consider the need of establishing a higher elementary school for this district. It is to be noted that since Mr. Sadler's report was issued the Board of Education have sanctioned the formation of such schools, though not quite on the generous lines proposed. Mr. Sadler, while upholding at all times the costliness of the highest grade of secondary education, sees that the national purse cannot at present afford large sums for the very numerous scholars who are ready to profit

by an education somewhat more liberal than that approved by the Elementary Code, and lasting to the age of fifteen. The cost of such a school, apart from site, building, and equipment, he puts at £8 per pupil. The Government grant would amount to £2. 15s., and a fee of sixpence a week charged to 75 per cent. of the pupils would leave £4. 8s. 6d. per head to be found out of the rates. This he recommended as a wise and profitable expenditure. The meeting unanimously passed a resolution calling upon the Authority to establish such a higher elementary school as was suggested in Mr. Sadler's report.

DR. R. J. COLLIE has prepared, and the London County Council has issued, for the use of polytechnics and evening schools, a most suggestive memorandum on the care of infants. This is not a syllabus of a course of lectures, but is to be viewed as material for twelve homely

**The
Care of Infants.**

talks with the students. The high rate of infant mortality is very largely due to ignorance. Students who are likely to be mothers or nurse-girls cannot fail to profit from these "talks" if the lecturers catch the spirit of the memorandum. It would be a natural criticism that part of the advice given will needs appear a counsel of perfection to the poorest dwellers in the most crowded slums of large towns. But it is obvious that a high standard of care must be inculcated, even if its realization is not, in all cases, possible. The use and abuse of alcohol is also dealt with—and dealt with, as it seems to us, in a way destined to have useful results. The exaggerated views of the temperance reformers of the last thirty years have blocked, rather than aided, real reform. Now that alcohol can be discussed in the same dispassionate and detached way as the use of any other poison or food, we may hope for a gradual lessening of the evils connected with overdrinking.

ABOUT £100,000 is the amount of the sum that Mr. E. G. Bawden, of the Stock Exchange, has entrusted to Mr. Edgar Speyer to be applied for philanthropic purposes. A fifth of this has been given "for the advancement of knowledge," including a gift of £16,000, to complete the sum necessary to bring about the incorporation of University College in the University of London. The authorities of University College, in acknowledging the gift, regard it as peculiarly opportune as enabling the College to carry out one of the first steps towards the creation of a teaching University for London. For the realization of the full scheme some five millions will be required "if the University is to meet the needs of the Empire." Mr. Bawden's generosity is to be welcomed, not only for its intrinsic value, but also because each such gift attracts notice to the wants of the University of London, and suggests to its wealthy citizens a suitable means of disposing of their surplus funds.

HOW keenly Lord Curzon feels that the cause of modern progress is bound up with advance in education may be gathered from his farewell address to the Directors of Education who were summoned to Simla for the purpose. It was Lord Curzon who appointed Mr. Orange a few years ago, seeing the absolute necessity of a Director-General if Indian education were to be properly organized and controlled. To the work done by Mr. Orange Lord Curzon paid a high tribute. He spoke, we are told, for three-quarters of an hour, explaining the principles underlying the policy of the Government. He mentioned that

**Higher Elementary
Schools
in Berbyshire.**

**Lord Curzon and
Education.**

the illness from which he had suffered in recent years dated from his heavy personal labours at the Education Conference of 1901.

WE must reserve for next month any comments on the volume of reports by women Inspectors of the Board of Education on children under five in public elementary schools, which was issued on September 25 as a Parliamentary Paper, and confine ourselves to the introductory memorandum prefixed by the Chief Inspector of Public Elementary Schools. Mr. Cyril Jackson is led to the same conclusion that has been repeatedly formulated in these columns. We are assuming no credit for it, since it was hardly possible for any unprejudiced onlooker who knew the facts to judge otherwise, but it needed some courage and independence for an official of the Board to pronounce that for all these years the Board has been pursuing a mistaken policy and must start again with a clean slate. There is, we read, a practical unanimity among the five women Inspectors that "the children between the ages of three and five get practically no intellectual advantage from school instruction." This must have been already recognized in the provisions of the new Code, which gives the Local Authorities the option of excluding infants under five. But Mr. Jackson does not stop here. He sees what Mr. Balfour failed to see, that, if infants get no good, they are at least kept out of harm's way, and that for the very poor the infant school—even the Chinese compound that successive Codes and Inspectors have constructed—is preferable to the gutter. "It would seem that a new form of school is necessary for poor children." We agree that the question as to the character which such schools should assume "will require the fullest consideration of the Board of Education," but we contend that it would be a cruel injustice for the Board to abolish infant schools while it is deliberating what form of *crèches* should take their place.

BIRMINGHAM AND BERLIN.*

A CONTRAST IN ELEMENTARY EDUCATION.

RARELY, indeed, does the report of a party of commercial delegates upon the physical and industrial life of a particular class of artisans engaged in any one trade contain so much information and clear-headed criticism of special interest and value to the scholastic profession as does that on "The Brassworkers of Birmingham and Berlin," in which the three Birmingham delegates give an account of their ten-day visit to Berlin in April last for the purpose of endeavouring "to get below the surface and to inquire into the Berlin Brassworkers' ideals and methods of working their institutions, and so to obtain information as to the main lines of policy which differ from our own." The deputation, which fairly represented the interests of both capital and labour, appear to have been greatly impressed with the superiority of the conditions at Berlin—a large centre of the German brassworking industry. In childhood, youth, adult age, and at the end of life, the report presents the state of the German worker as better than that of his fellow-craftsman in this country, and, although it may be seriously questioned whether it would be practicable to reproduce the social and industrial conditions of Berlin in an English town, it will be admitted that there are still not a few points upon which it should be possible to take a leaf out of the book of our German cousins.

No reader of the report can fail to be impressed by the emphatic and appreciative testimony to the superiority of the Ger-

man working man's home and family life, and, above all, to the moral and physical condition of the children; indeed, in their opening sentence, the authors say: "We were greatly impressed with the cleanliness and tidiness of the children playing about the streets, courts, and squares. Of all the thousands of children we saw there was not one who was not clean, neat, and tidy." And, later, we read:

The children were more under the eye and control of their parents, and taught to treat their elders with outward forms of deference. . . . The child is more accustomed to training and control from the commencement. "Spare the rod and spoil the child" is a working maxim which the Berliners still consider to hold good. They are not less kind to their children; but they hold that the foundation of a child's welfare rests on his willingness to obey. The simplest and usual form of punishment is a cane on the hand, and this is used as a means of government to a greater extent than in Birmingham.

In the discussion on the school education of the children, it is pointed out that, whilst the cost of elementary education in Birmingham has increased considerably in late years, it has not yet reached the cost per child in Berlin, which for the year ending November, 1904, is given as 80s. 10d. But it is affirmed, on the other hand, that the Germans appear to get better results for their outlay:

We visited a parish school in the Rigaer Strasse—a quarter inhabited by the poorer classes. We saw no case of underfed, poorly clad, or untidy children, either in the streets or in the school. The children of needy parents receive shoes and clothes from the municipal poor guardians and societies. They must come clean and well dressed. There are thirty-six official school doctors in Berlin, each having a group of about seven schools to attend to. Every new scholar is examined by them, and doubtful children are thoroughly examined in the presence of their parents. If needful they are kept under medical supervision, and special seats are provided where defective vision or hearing renders it advisable. Spectacles or instruments are provided. The school we inspected was one of the most recently built schools, and had the latest improvements, and accommodation for a thousand boys and a thousand girls (two thousand children). The director has funds supplied with which to help needy children with food; but the sum required was practically nothing, for it only amounted to £4 per annum among the two thousand. In the basements were extensive bathing accommodations, principally warm shower baths. Each of the two thousand children received a shower bath weekly. Soap was provided, but they brought their own towels. The class-rooms were large, about 28 feet by 17 feet by 15 feet high, for classes of forty to fifty scholars. The floors were of wood, and were swept every day. The attendant looks through a glazed porthole into the class rooms from the passages, so that he can see a good large thermometer inside, and regulate the temperature. On the top floor is a large gymnasium about 80 feet by 40 feet, and 15 feet high, and there is a hall for festivities about 40 feet by 20 feet; also two conference rooms are provided for the teachers. We saw a class at work drawing flowers and plants from Nature; another class was drawing the same objects from memory, and doing excellent work. On our entering all the scholars rose from their seats and remained standing until told to sit down. Discipline is maintained if necessary by every teacher caning the posterior in the case of the boys, and the hand in the case of the girls. The Scriptures are read and explained according to Evangelical Lutheran tenets (three or four hours weekly are given to this subject); other denominational children, except Jews, must prove that they attend their own religious classes.

The time-table indicated that for children under seven school began at 9 a.m. in the winter and at 8 a.m. in the summer; for children above this age the opening times were 8 a.m. and 7 a.m. respectively, the closing times being generally 1 in winter and noon in summer. In these five hours there are three intervals of rest, during one of which lunch is taken—usually a sandwich and milk—the caretaker supplying milk of approved quality. The number of school hours varied from twenty to thirty-two per week, according to the age of the children; the time to be spent on home lessons from six to twelve hours per week.

No child vendors of newspapers are seen in the streets. No young girls are permitted by the authorities to stand in the gutters selling flowers, schoolboy smoking is not allowed, the boy would have his cigarette knocked out of his mouth, if seen by a workman in the street, and the workman would be thanked by the parents for so doing.

Then follows an anything but flattering comparison with a Birmingham Board School in a workmen's neighbourhood inhabited by the poorer classes—an only too faithful picture of what is to be seen in the poorer districts of some of our great

* "The Brassworkers of Birmingham and Berlin." Report by Messrs. R. H. Best, W. J. Davies, and C. Perks. (1s. P. S. King & Son.)

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centres of industry. The school in question had been built a little more than thirty years.

The children were mostly dirty and tattered; a large number wore very bad boots, not cleaned, and some with soles so dilapidated that the toes showed through. The physique of the children was puny. Outside the school there were evidences that the children of the neighbourhood were undisciplined and out of control. In comparison with the Berlin school, everything was very dirty and untidy.

Moreover, the German child, after leaving the *Volkschule* at fourteen, must go (and apparently does not by any means go unwillingly) to a continuation or technical trade school until the age of seventeen.

The result of this training of skilled workmen is that the working classes have moved up from the bottom all along the line, the congested surplus of unemployed non-skilled labour has disappeared, and at the top a well employed and numerous set of skilled workmen are busy at work to a much more general extent than is the case in Birmingham.

The work of the Birmingham brassworker, as long as it is confined to the reproduction of a few simple models, is excellent both in price and finish; whereas the Berlin training schools have produced a class of artisans with artistic talent capable of supplying

the internal construction of intricate work without every minute detail being put down for him on paper. . . . It is on the intellectual side that Birmingham requires to adapt itself to changed conditions; not to cheapening its wares, but to getting more conception into them.

Although we must, unfortunately, admit the truth of many of these comments and criticisms, we cannot but feel that the deputation have in their short visit to Berlin really seen the rosier side of the Berlin brassworkers' educative training and home life, whilst they are thoroughly conversant with the thornier side of the Birmingham artisans' lot. A. DU PRÉ D.

MR. C. B. GUTTERIDGE, M.A., assistant master at Alleyn's School, Dulwich, has been appointed Head Master of the Warehousemen, Clerks, and Drapers' Schools at Purley, near Croydon.

LOCAL AUTHORITIES.

NEWCASTLE-UPON-TYNE, with a population of nearly a quarter of a million, has, according to Prof. Sadler's report, 2,730 children in its secondary schools. This gives an average of 12·67 per 1,000 of population, and places Newcastle considerably higher than

Huddersfield and Liverpool, but lower than Birkenhead, and greatly below Hamburg and Exeter, in this respect. Though the attendance is fairly high, it is by no means sufficiently prolonged. The diagrams, instead of showing a solid block from the age of twelve to the age of sixteen, display most jagged and irregular edges. As we have noted before in other reports, the pupils come to school at any age from nine to fifteen, and leave mainly at fourteen or fifteen. The city is well provided with educational institutes, mostly of a public or semi-public nature. Suggestions are made for the improvement and development of some of these. In particular, fees should be raised and salaries and equipment improved. Private schools educate some 33 per cent. of the total number receiving secondary education. It is urged that these should be inspected and recognized. Beyond existing provision, Prof. Sadler suggests that two higher elementary schools should be opened. He also urges a more liberal support for the Armstrong College. The general vigour and energy, especially amongst engineering students, strikes Prof. Sadler very forcibly; but he occasionally betrays some little anxiety lest the humane side of education should not receive its due measure of support.

THE Newcastle Report gives particulars of salaries which go to show that great improvement must take place in this direction if faithful work is to be recognized and if a proper supply of capable and qualified teachers is to be maintained. Of the nine secondary schools dealt with in the report the salaries in one (the Girls' Public Day School Company's school) are not given. In the remaining eight schools there are seventy-nine assistant masters and mistresses. The average works out at a trifle over £100; and these figures include in a few cases payment for evening work. If we except the richest of the schools, the average figure would sink to £90. Taking the boys' schools alone, we get an average of £130, including in some cases an allowance for board

(Continued on page 672.)

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THE eleventh Report of the Surrey Education Committee is so bulky and so full of important matter, that we can do no more than indicate a few of the contents. The **Surrey Report.** Agricultural College at Wye, supported jointly by the counties of Surrey and Kent, still needs further expenditure, and a grant not exceeding £5,000 is made for extension of buildings. The arrangements with the Goldsmiths' College are complete, and forty-six scholarships are offered at once to students intending to become teachers in public elementary schools. On the vexed question of admitting infants under five years of age, the Committee reserve their judgment with regard to urban districts, but decide not to admit for the future in rural districts children under five who have not already been in attendance at a school. A sigh of relief will probably greet the announcement that picture postcards as a reward for attendance are to be no longer issued. A scheme has been devised whereby an insurance company gives sick pay during illness to teachers in secondary schools. The premiums are to be paid by the Education Committee and the governing bodies. Hints are also given of an intention to devolve some of the central office work upon committees to be appointed in the more remote parts of the county. An appendix gives a number of prayers and hymns that have been selected by a special sub-committee. These are to be printed in pamphlet form and their use recommended in all Council schools.

THE Directory for Higher Education of the Staffordshire Education Committee is a model of conciseness. Technology and agriculture loom most largely. Information is given as to offered instruction in the following subjects:—mining, metallurgy, and iron and steel manufacture, pottery and porcelain, boot and shoe, silk, glass, plumbing, art metal work. In addition to the usual scholarships for children and intending pupil-teachers, there are scholarships for teachers in secondary schools and exhibitions for modern language holiday courses. Particulars follow as to the conditions necessary to be observed in order to secure a money grant from the Committee. One excellent regulation seems to require that the fee in a secondary school shall be equal to half the cost of maintenance before a grant can be obtained. It would be well if such a regulation were uniformly enforced. But in Staffordshire a loophole is provided. It appears that, if the fee is £4, a grant may be earned no matter what the cost of the education given. Roughly, the cost may be put at £20 for a first-grade school and about £12 for a lower-grade or intermediate school. We might well have fees of £8 to £16, according to the grade of school. The Directory seems to us to have one important omission: no list of secondary schools is given. To be of real value to parents, a list of schools with such brief indication as may be necessary of their aims should be given, and private schools should be included.

We have received from the West Riding Part II. of the Handbook of the Education Committee, issued in ten separate sections. Section I. deals with the general regulations for evening and technical schools. The Committee point out that there may be in one locality several schools under different management, and suggest the advisability, where possible, of bringing them under the control of the same secretary or organizing master. It is also admitted that students come to the classes without sufficient general education to profit by the teaching, and therefore the Committee will recognize and subsidize preparatory classes. Section II. gives suggestions and syllabuses for classes in science, art, and technology. Section III. deals with commercial education, and a full syllabus for a year's course is given. In English and in foreign languages attempts are made to ensure that literature shall be studied as well as commercial phraseology and office routine. In Section IV. we have full instructions for the conduct of domestic classes. Systematic instruction in coal-mining forms the subject of Section V. Section VI. deals with the teacher. The Committee keep a register of qualified teachers, and this pamphlet gives the conditions and qualifications necessary for admission to the register. The remaining four sections, treating of day schools and scholarships, do not appear to have reached us.

(Continued on page 72.)



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A NICE point has occurred in West Suffolk on which the opinion of the Board of Education is sought. If children of school age are taken into a family as boarders, are the ratepayers of the locality or area liable to pay the cost of education over and above the grant from the Board? It is said that in West Suffolk the education of the children boarded out by Dr. Barnardo's charity presses hardly on the locality, not so much in the form of adding to the rate, which is distributed over a large area, as in bringing about the necessity of enlarging school buildings. In one or two parishes the school accommodation would be sufficient were it not for these imported children; and objection is taken, perhaps naturally, to the erection of additional classrooms for the sake of children who are not normally resident in the parish. It is suggested that the Board may see their way to the payment of a special grant. But this would be a dangerous innovation. The result would be a crop of demands that would probably surprise the Board. In strict justice the locality from which the child is sent ought to pay, as its own rate is lessened by the exporting of the child. But in practice the difficulty might be met by a contribution from Dr. Barnardo to new buildings that are shown to have been necessitated by the number of children in one of these homes. Dr. Barnardo's lamented death has occurred since the above was written. The useful work he has organized will be continued.

Evening Schools. We have received from the Plymouth Education Committee the Directory for the coming year. It contains a full account of the facilities offered to students by the day and evening classes in connexion with the Technical School. Each department has its head master, and, although students may join single classes, full courses in various branches are indicated, and advice will be given to intending students by the head masters. An excellent regulation makes it compulsory upon students to be punctual and regular, to do the preparation set as home work, and to attend such class examinations as the head master may arrange. Considering that the fees paid by students form so small a proportion of the cost, it is fair that conditions should be imposed. The Directory also gives a diagram showing the local co-ordination of schools, from which a student (or his parents) can clearly see the possibilities of the instruction offered by the borough. This diagram includes private secondary schools; but the Board of Education appear to be still considering the Authority's proposals with regard to such schools. A good deal of progress has, with the sanction of the Board, been made in the direction of centralizing and co-ordinating secondary and intermediate education in the borough. We have also received the Directory of the County of Flint, which gives all the needful information for managers and governors. The London County Council send us information as to evening schools and centres. Almost every conceivable subject is taught, and the fees, when charged, are quite small, varying from one shilling in the evening schools to five shillings in the science and art centres. The Borough of Ipswich issues a detailed prospectus of each of its educational institutions.

THE SUMMER MEETING.—The Oxford Summer Meeting was an undoubted success this year. There were about one thousand students, of whom two hundred and seventy or eighty were foreigners of all nationalities. Amongst these, of course, are not included the Americans, whom one cannot place in that category. Ladies predominated to such an extent as to call for amusing comment from Mr. Marriott. "No matter how many men there are present, even if half and half," he explained, "the ladies will always seem the more numerous. Their hats and their dress extinguish the men." But there were men at the Summer Meeting this year. There were Germans too, much *en evidence*; beyond, in fact, what their numbers warranted. But then German voices carry. The "hatless league" was also to the fore, and that in the case both of men and women, and we did not hear that there was any ecclesiastical objection raised. The period was the sixteenth century, and the lectures were admirably adapted for its illustration. Art, poetry, painting, architecture, music, adventure, discovery, religious reform, the stage—nothing was omitted—and recognition was given to the great men and movements of every country. The audience was eager and enthusiastic, and the thanks of English and American students are due to Mr. Marriott for his tact and firmness in maintaining their claims. They were not called upon to give up the two front rows to foreigners, who came to learn English; keeping rows of seats by foreign hats was courteously but decidedly forbidden; even the great window question was tactfully met. The seventeenth century will be dealt with at Oxford in 1907, Cambridge taking the eighteenth next year.

At King's College, London (Women's Department) the inaugural lecture will be given on October 5 at 3 p.m. by the Right Rev. A. Robertson, Bishop of Exeter. Canon Beeching will begin his course on English Lyrical Poetry on October 26.

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REGULATIONS FOR SECONDARY SCHOOLS.

GEOGRAPHY.

By Prof. L. W. LYDE.

THERE can scarcely be two opinions, at least among practical teachers, on these new Regulations issued by the Board of Education; and, if they are carried out with anything like the care which seems to have been bestowed on their preparation, the result can only be unmixed good.

It is an old story now that Geography has been worse taught than any other subject in our secondary curriculum, though there can be little question that less blame for this should have been thrown on the teachers and more on the text-books available, most of which were written by men who had never taught a class in their lives. But no teacher has now any excuse for having a badly arranged course, or for teaching on wrong lines, or for using an undated text-book.

The outstanding features of the new Regulations are (1) the great freedom allowed to the teacher who needs no detailed advice on framing a course in Geography, and (2) the very judicious advice given to the teacher who has not made a special study of the science. The only limitation on the freedom of choice (as to areas) is the reasonable demand that, on the completion of a four-year course, the scholars shall have more or less "gone through the Geography of the World"; and the only interference with individual methods lies in the insistence on having a "suitably graduated series of exercises."

The "Instructions to Inspectors" are really models of what such instructions should be for the particular subject, referring to (1) the previous knowledge of the scholars, (2) the time per week allowed for the subject, and (3) the method to be preferred.

The previous knowledge is to be tested on the scholar's entry upon the course, and the test suggested is of a kind which will largely determine the earlier teaching in the direction of simple "World-knowledge"—the position and the relief of the great forms of land and water, and the effect of climatic forces on those forms. In the accompanying "Suggestions for a Four-

years Course" there is a section on this Preliminary Instruction (8-12 years), the advice in which is entirely admirable, and makes for a proper and most valuable training of the imagination.

The number of hours, or periods, per week suggested is three—two for school and one for home work; and it is further recommended that one of the school periods "should be largely devoted to dealing orally with exercises and home work." This is the only point on which I do not feel in entire agreement with the Regulations. As a schoolmaster, I never had myself more than one hour per week for Geography—generally forty-five minutes; and I never set home-work intended to occupy more than twenty minutes—in our case the maximum possible without infringing on the rights of colleagues or the reasonable powers of the boys. I should certainly have rejoiced at having a second hour in the week, because I believe Geography to be the most educational of all school subjects except literature; but, as a head master, I should have had grave doubts about what to exclude from the time-table to make room for a second Geography hour, and we did actually cover a comprehensive syllabus (not unlike the one suggested by the Board) without scamping and with very satisfactory results, *e.g.*, in the Cambridge Locals and Scotch Certificate. In any case, I should not have asked for a whole hour of home-work, partly for the reasons mentioned above, and partly because I never believed in much home-work—least of all where it was demanded by parents with the object of "keeping the boys quiet in the evening."

With regard to method, "the Board desire to leave freedom and wide scope to schools with regard both to subject-matter and methods," provided that the teaching is "carefully adapted to the special conditions existing in each case"—a most wise decision. But this is coupled with the advice to teachers to be practical, to work by cause and effect, to aim at continuity, to prepare a definite plan of work for each term, and—in the absence of special knowledge of Geography—to use a text-book. Somewhat detailed advice is added on the choice of maps and other apparatus and on the exercises suggested—questions and answers, notes and diagrams, &c.

The essence of the whole of this Instruction, No. 3, lies in the advice to be practical and to aim at continuity. The temptation nowadays is to believe that the Geography lesson can only be taught by a specialist, and that it should include all things in Heaven and Earth and under the Earth. The Board, by their advice about text-books and in other ways, show that they consider this belief to be mistaken; and I think that they are undoubtedly right. The best school teaching of Geography is done, *e.g.*, in Bradford Grammar School, by a really good class teacher, who would teach anything and everything well; and the good class teacher is always on the side of a practical, suitable, and well-balanced curriculum, and the deadly enemy of specialism carried to the length of fads. The foundation of success in such class teaching, because the best possible mental discipline for the scholars, is continuity; and it is most gratifying to see, from the Suggestions, that the Board have made no provision for the innumerable subjects proposed for class teaching nowadays by various theorists who never taught—probably never could have taught—a class.

The Suggestions themselves, in regard to both the general plan and the detailed order of areas, &c., are so eminently practical and connected that in nine schools out of ten they will probably be adopted forthwith. Every step of the work is related to "World phenomena," provision is made for revision, and the subjects (or areas) are arranged so that one leads naturally to the next. At the same time, the wise elimination of the "unpractical" and the entire freedom allowed to the teacher as to the sequence of areas make the Suggested Course as suitable for a class preparing, or going to prepare, for the Cambridge Locals or Preceptors as for the special purpose of the Board. Is it too much to hope that a copy of the Regulations will meet the eye and, if possible, bring a blush to the cheek of whoever is responsible for the grotesque syllabus in Geography issued for the current year by the Oxford Local Examination Board?

THE REV. C. D. DU PORT, late H.M. Chief Inspector of Schools, died on September 24 at Staplegrave Rectory. He had been Rector of the parish since his retirement. He will be remembered as one of the most sympathetic and popular of H.M. Inspectors.

JOTTINGS.

ON September 26, after a long but painless illness, there passed away at Felixstowe the Rev. T. W. Sharpe, C.B., sometime Senior Chief Inspector of Schools. After he had served his own generation he fell asleep.

MISS CATHERINE I. DODD, M.A., has been recently appointed to the post of Principal of Cherwell Hall, Oxford, the training college for women secondary teachers of the Church Education Corporation. Miss Dodd has been for many years Lecturer on Education and Mistress of Method in the Victoria University of Manchester. She has studied educational problems both at home and abroad, and worked in the Universities of Jena and Berlin. She has contributed to Prof. Sadler's "Special Reports" articles on "The School Journey in Germany" and "Hungarian Education." In connexion with the work of training teachers in Manchester, Miss Dodd started and carried on the College House School, which, as Prof. Sadler says in his report of this institution, "has already inspired many teachers with new ideals, and is likely to influence for good the courses of study and methods of teaching in different parts of England." As Cherwell Hall now has connected with it a large secondary day school for girls, Miss Dodd will be able to carry out her work at the Oxford Training College for Women Secondary Teachers under the most advantageous conditions.

CAMBRIDGE LOCAL EXAMINATIONS.—Forms of entry for the Higher, Senior, Junior, and Preliminary Local Examinations to be held in December next can now be obtained from the local secretaries at the several centres. The examinations will commence on Monday, December 11. The forms of entry for the Senior, Junior, and Preliminary Local Examinations are to be returned to the local secretaries on or before October 3; those for the Higher Local Examination on or before October 31. The regulations for the examinations may be obtained from the local secretaries at the centres of examination, or from Dr. Keynes, Syndicate Buildings, Cambridge.

THE National Education Association has done well to publish in pamphlet form the speeches made at the last Annual Meeting by Lord Stanley of Alderley and Mr. A. C. D. Acland. Lord Stanley is racy as ever, and he calls the Board of Education—a Board. "Early in the eighties, when I was in Parliament, Mr. Mundella came to me in the Lobby, and said: 'What is this you have been saying about me? I am told you are going about saying that I am worse than the Tories.' I answered: 'That is entirely incorrect; but I will tell you, if you like, what I did say. I said you are as bad as the Tories.' I do think there is hardly a person who has been on the Board of Education who ought not to sit at Charing Cross in a white sheet for some hours daily."

WE cannot forbear quoting one more characteristic reminiscence of Lord Stanley. "When I was member for Oldham, my constituents wanted me to go to the Board of Education with them, to plead for a very bad, rotten British school. I said: 'I will come with you'; and I went, and saw Sir Patrick Cumin, who told them this was a school that they ought to shut up. I said that I agreed with him." Courage is comparative, and it is not strange that in Lord Stanley's eyes "members of Parliament are terrible cowards."

FROM Lord Stanley to Mr. Acland is a change from gay to grave; but his indictment of the Government, if more temperate, is no less severe. Here is one telling point in his speech: "In the Preparatory Memorandum recently issued by the Board of Education I read: 'The funds placed by Parliament at the disposal of the Board for the purpose of promoting the efficiency of secondary schools are very limited in amount.' I would make this criticism: No private member of Parliament has the power of increasing a vote which stands or falls; so I should have thought that particular phrase rather odd. It should read: 'The funds placed by the Treasury, &c., are insufficient to show that, against the £12,000,000 spent on elementary education, there stand only £100,000 for local University colleges, and something under £300,000 for secondary schools. 'If we were spending a million, we should not be spending one penny too much.'"

ONE other pronouncement is important as a prognostic of what will be done under a Liberal Government. "If we spend public money on training elementary teachers, we ought to spend public money on training secondary teachers. The need is the same, the interests are the same."

IN Prof. Sadler's recent reports on Exeter and Newcastle-upon-Tyne there are some instructive figures relating to salaries. At the Exeter Grammar School the salaries of seven assistant masters range from £130 to £200. At the Newcastle Grammar School the salaries of fourteen assistant masters range from £120 to £245. At the Rutherford College Secondary Day School the average salary is as high as £141, but this is earned by extra evening work. At one girls' school which shall be nameless the average salary is £63. No wonder Prof. Sadler remarks: "If this were doubled, the amount could hardly be deemed excessive." We need hardly repeat Prof. Sadler's general prescription, written in the first instance for Liverpool—initial salary £150, rising by annual increments of £10 to £300 as a minimum.

THE South Kensington branch of the Board of Education have issued a memorandum to Inspectors of technical institutions pointing out the various ways in which employers of labour have co-operated with the managers of such institutions. These methods of help are classed under five heads: (1) The payment of fees or offer of prizes to employees. (2) Increase of wages on gaining a certificate. (3) Allowance of time for attendance at classes. "The best results are obtained when the total time thus allowed per week approximates to one working day." (4) The granting of scholarships to enable a few specially qualified students to attend a full technical course of two or three years. Such cases are, of course, rare. (5) Supervision of the curriculum and the instruction given in the technical school by a committee of employers. In our judgment the third of these methods is by far the most important, and employers, "*sua si bona norint*," would be convinced that the time of their apprentices so lost to them would, in the end, prove pure gain.

MR. HUBERT READE is desirous of bringing before the Colonial Conference which meets next year the following question:—"How can Englishmen who have received an advanced education, and wish to settle in our colonies, be admitted to their Universities and technical colleges for the purpose of receiving technical training under local conditions?" Matriculated students of any British University are already, with rare exceptions, admitted, but the difficulty arises with students holding only local or other certificates. We shall be happy either to publish or to forward to Mr. Reade suggestions or schemes.

MR. SHARPLES, ex-President of the N.U.T., has been inquiring how many members of the Union are graduates, and announces that the number is over a thousand. This furnishes a telling argument against the division of the Register into Columns A and B, but it hardly justifies Mr. Coward's guess that there are probably as many teachers in elementary schools in possession of degrees as in schools of other types. Even were this the fact, it would only mean that less than 2 per cent. of primary teachers are graduates.

DR. WILLIAM GEORGE HENDERSON, the Dean of Carlisle, who died on September 24 at the advanced age of eighty-six, though better known to this generation as an authority on liturgies, was in his day a distinguished schoolmaster. After a distinguished career at Oxford, where he carried off the chief University prizes, he was appointed in 1845 to the Head Mastership of the Magdalen College School. This post he held for only a year, being appointed a tutor, and afterwards Principal, of Bishop Hatfield Hall, in the University of Durham. From 1852 to 1862 he was Principal of Victoria College, Jersey, and from 1862 to 1882 Head Master of Leeds Grammar School. In 1884 he was nominated by Mr. Gladstone to the Deanery of Carlisle.

A NICE point at law will, it would seem, not be determined till a case arises. Are managers of schools severally and individually responsible for expenditure incurred in the repair of schools? In 1903 Sir W. in, in reply to Dr. Macnamara, said: "The Board are advised that no manager is personally liable unless he chooses to make himself becoming a party to a contract"; and later on the Board issued a memorandum to the same effect. Since then the Board have repented their rashness, and, in reply to a manager's inquiry, state that it is a legal question on which they have no authority to express an opinion; the inquirer had better consult his solicitor.

THE Association of Head Mistresses announce an Educational Conference to be held on October 28 at the Clothworkers' Hall. The subjects to be discussed are Co-education; Establishment of different Types of Secondary Schools by Local Authorities; Bearing of the New Code on Principles and Practice of Education. Women members of County and Borough Education Committees are invited.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, "The Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

THE Council met on June 29. Present: The Rev. H. Wesley Dennis, Vice-Chairman; Mr. E. Blair, Miss H. Busk, Mr. C. Granville, Mr. J. N. Hetherington, Prof. W. H. H. Hudson, Miss E. Newton, and Mr. W. Trevor Walsh. The special business of the meeting was the consideration of the report of the Emergency Committee bringing up the draft of the Memorandum on the Remuneration and Tenure Conditions of Teachers in Secondary Schools. After long and detailed discussion, the draft was settled approximately in final form, and the Vice-Chairman gave notice that he would move at the next Council Meeting: "That the Memorandum, as modified, be adopted by Council for circulation."

The date of the next Council Meeting was fixed for July 15, and the ordinary business was adjourned till then, with the exception of the following:—The Vice-Chairman was unanimously re-elected to his office for the session 1905-6; five new members of the Guild were elected (Central Guild, 4; Manchester Branch, 1); and Miss H. Busk and Miss H. Sullivan, of King's Edward's Girls' School, Camp Hill, Birmingham, were elected to represent the Guild on the National Council of Women at the Annual Meeting of the National Union of Women Workers at Birmingham in October, 1905.

At the Meeting of Council on July 15 there were present: The Rev. H. Wesley Dennis, Vice-Chairman; Miss H. Busk, Mr. G. Collar, Mr. J. N. Hetherington, Mr. J. R. Langer, Miss E. J. Notcutt, Mr. F. Storr, Mrs. J. S. Turner, and Mr. W. Trevor Walsh. The Vice-Chairman moved the resolution announced at the former meeting, and was seconded by Mrs. Turner. After further discussion three modifications were introduced into the draft, with the consent of the mover and seconder, and the motion was carried unanimously.

The Memorandum, as finally settled (the Chairman, who was away from England, added his signature later), runs as follows:—

MEMORANDUM ON THE SUBJECT OF THE REMUNERATION AND TENURE CONDITIONS OF TEACHERS IN SECONDARY SCHOOLS.

The Council of the Teachers' Guild have, for some time past, viewed with anxious concern the short supply of men and women now entering the teaching profession, especially of those who possess good academic qualification; and, being convinced that this evil, if unchecked, is likely to carry with it serious consequences to the nation at large, they desire to invite attention to the following statement:—

It is in secondary schools that this deficiency in the supply of qualified teachers is most grave. The number of University graduates with good qualifications who offer themselves for vacant posts in these schools is wholly insufficient. The career of the teacher does not hold out adequate inducements to men and women of energy and intellectual capacity; the former, in an ever-increasing degree, are diverted into other professions which offer better and more assured prospects. There is a real danger that the shortage in the supply of teachers will be met by the acceptance of a lower standard of intellectual equipment and general culture.

Two main causes are, in the opinion of the Council, responsible for this state of things.

First, the salaries paid at present are too low as compared with the remuneration which prevails in other professions. Those who by a long and, in many cases, expensive course of preparation have been fitted for the responsible and exacting duties of the teacher, and upon whom great and growing demands are made both in the way of intellect and of character, may reasonably look for a life of modest comfort. But with the existing rates of payment even this prospect is too often absent; while any provision for the future is almost, if not altogether, beyond their means.

The Council accordingly suggest that the rates of salary should, as soon as possible, be the following:—

(1) *For men, registered, or qualified for registration*, in Column B of the Register of Teachers, and teaching in secondary schools, an initial salary (non-resident) of £150, rising to a maximum of from £250 to £350.

(2) *For women, correspondingly qualified*, and teaching in secondary schools, the initial salary should be not less than £120, rising to a maximum of from £200 to £250.

Teachers with special qualifications, or occupying posts of special responsibility, should receive salaries on a higher scale.

In fixing the salary of any teacher, previous experience should be taken into consideration.

In the opinion of the Council these are the lowest terms that should be offered if teachers are to be found who will be fitted to carry out their responsibilities in the immediate future.

The Council are further of opinion that the salaries of assistant teachers should, in all cases, be fixed and paid directly by the governing body; also that when salaries are not paid by the term or half-term the contracts should be so drawn that the teachers should not suffer any detriment thereby, *i.e.*, they should in all cases receive at the rate of a third of the annual salary for a term's work.

Provision should also be made for retiring pensions, both for heads of schools and for assistants, in all cases by joint contributions from teachers and governing bodies.

But, in the second place, it is not only the rate of remuneration, but also the conditions of tenure, which are highly unsatisfactory. Under this head the Council hold to the views which they have already published. They are of opinion that, for the dignity and general welfare of the profession, and in recognition of the fact that an assistant teacher works for the community rather than for an individual, it is desirable that he or she should be *selected* by the head master or head mistress of a school for one (or two) years of probation, and, if recommended by the head master or head mistress for a permanent appointment, should be *elected* to it by the governing body of the school. Dismissal should be at the hands of the same body, and an appeal should lie either to the Local Educational Body or to the Board of Education. An appeal should also lie to one or other of these bodies in the case of the dismissal of a head master or head mistress.

The Council hold that, in all cases, both heads and assistants should be engaged under written and stamped agreements.

Finally, they are of opinion that the clauses in the schemes of endowed schools whereby heads and assistants are dismissible "at pleasure," are objectionable, and that in their place should be substituted clauses designed to carry out the views already expressed by the Council.

The Council have the honour of sending you this Memorandum as the outcome of their serious deliberation, and invite your earnest consideration of the same.

Signed on behalf of the Council,

S. H. BUTCHER, *Chairman*.

H. WESLEY DENNIS, *Vice-Chairman*.

It was decided that the Memorandum should be sent out in the middle of September to the Chairmen and Secretaries of all Education Committees of County and County Borough Councils in England and Wales, to the Education Committee of the County Councils Association, the Association of Education Committees of County Councils, the Association of Directors and Secretaries for Education, and to the Press.

On the report of the Organizing Committee, the new abridged Prospectus of the Guild was settled for printing. The proposed letter to heads of schools urging them and their staffs to join the Guild was approved. The letter runs as follows:—

DEAR SIR OR MADAM,—The Council of the Teachers' Guild are desirous that the aims and work of the Guild should be clearly understood by all teachers, and we therefore send you some copies of their short Prospectus, which sets out briefly most of its important activities.

The Guild is a comprehensive body, including teachers in all grades of schools and in the Universities, and is thus able to represent the attitude of the teaching profession as a whole towards all the problems which confront it. The Council are specially occupied at the present time in attempting to secure a Register of Teachers more in conformity with the interests and the wishes of the profession than the present one, and to improve the remuneration and tenure conditions of teachers. It is the broad professional basis of the Guild that gives special weight to its recommendations whenever it approaches Parliamentary or Municipal Authorities, and the Council desire always to preserve such a balance between different classes of teachers amongst the members of the Guild as will be a guarantee of the maintenance of that basis.

The only means of consolidating the profession and making its opinions effectual in obtaining what its members consider necessary for its welfare is to strengthen numerically and in every way such an organization as the Teachers' Guild.

The Council therefore hope that you will feel inclined to join the Guild, if not already a member, and also that you will urge its claims upon your staff, with a view to their becoming members, and thus help to make it more thoroughly representative of the teaching profession. The usual nomination form will not be required in the case of applicants for membership in response to this letter. They are invited to write their names in full, name of school, and amount of subscription (see Abridged Prospectus) on the back of this letter, and return it to the General Secretary at the Offices of the Guild.—We remain, dear Sir or Madam, yours faithfully,

S. H. BUTCHER, *Chairman of Council*.

HENRIETTA BUSK, *Chairman of Organizing Committee*.

A letter to prominent teachers in the different centres of population where no Branch of the Guild exists, urging the formation of Branches, was also submitted and approved.

On the General Secretary's report, three applicants for membership of the Central Guild were elected.

A cordial vote of congratulation to Sir Edward Brabrook, C.B., Chairman of the Thrift and Benefits Committee of the Guild, on his elevation to the dignity of knighthood, was passed.

A donation of one guinea was made to the funds of the National Union of Women Workers.

It was decided to ask the Central Guild and the Branches to watch the schemes proposed for secondary endowed schools within their areas, and to depute one person each for this special purpose.

On the report of the Education and Library Committee the annual subscription to the new Education Society of the Teachers' Guild for outside members was fixed at 10s. 6d. (The subscription for members of the Guild will be 2s. 6d.)

The resolution of the Bath and East Somerset Branch, in favour of permanent tenure for assistant teachers and of a General Pension Fund, was referred to the Political Committee, who were also instructed to report on the Leaving Certificate question.

The reports of the Holiday Resorts Committee and of the Finance Committee were adopted.

The next Meeting of Council was fixed for October 5, or one week earlier, if necessary.

The inauguration of the Education Society of the Teachers' Guild will be celebrated by a lecture by Prof. C. Lloyd Morgan, LL.D., F.R.S., Principal of University College, Bristol, on "Mental Digestion," at University Hall, Gordon Square, W.C. (near Gower Street Station, Metropolitan Railway), on October 20. Tea and coffee at 8 p.m. Chair to be taken at 8.20 p.m. This lecture will be open to all members of the Teachers' Guild, whether members of the Education Society or not.

At a meeting held in the Clapham High School on July 3 for the purpose of reorganizing the London Sections of the Central Guild South of the Thames along with the members of the Croydon and East Surrey Branch (dissolved), the Vice-Chairman of Council, the Rev. H. Wesley Dennis, a member of Section F, was appointed chairman of the meeting. It was decided to form a new South London Section, and to appoint a Provisional Committee for the purpose, with Mr. Wesley Dennis, Principal of St. John's College, Battersea, as Chairman, Miss E. Roseveare, of Streatham Hill High School, and Miss S. Walker, of Southlands College, Battersea, as Hon. Secretaries. The inaugural meeting of the new Section has been fixed for Tuesday, October 10, 8 p.m., at the Stockwell Training College, by invitation of the Principal, Miss Manley. A lecture will be given by Mr. A. Burrell, M.A., Principal of the Borough Road Training College, Isleworth, on "The Greek and Roman Underworld," and in the course of the meeting the views of members on the future work of the Section will be invited. Members of the Guild from any part of London will be welcome at the lecture. The College is easily accessible, as it is quite close to the Stockwell Station of the City and South London Electric Railway.

The special fund for the reduction (or extinction) of the deficit in the funds of the Guild, which has been accumulating for the last ten years or so, now stands at £358. 9s. 9d., with a further sum of £7. 7s. promised. The sum required to extinguish the deficit completely, and to cover the cost of the appeal for this purpose, is about £420. Some Branches are still collecting locally for the fund.

The Teachers' Guild Holiday Courses of 1905, in France, Germany, and Spain, were held in August, with very satisfactory results. The number of students at Tours was 42; at Honfleur, 53; at Neuwied, 34; and at Santander, 2—total, 131 (the total number of students in 1904 was 108; in 1903, 115; in 1902, 118). Very gratifying letters have been received from some of those who attended, and the representatives of the Guild who personally supervised the courses speak in high praise of the conduct and diligence of the students.

The following "Autumn Programme" has been issued by Section B London Members of the Central Guild.

Friday, October 6.—Lecture by H. B. Garrod, M.A., on "Classical Teaching for Non-Classical Pupils," at the North London Collegiate School, Sandall Road, N.W. (by kind invitation of Mrs. Bryant). Tea and coffee, 7.45 p.m.

Friday, October 25.—Inaugural lecture of the Teachers' Guild Education Society, by Prof. C. Lloyd Morgan, LL.D., F.R.S., on "Mental Digestion," at University Hall, Gordon Square, W.C. Tea and coffee at 8. Chair will be taken at 8.20.

Friday, November 17.—Central Guild Meeting. Discussion on "What is the Educational Effect of Fairy Tales and Legends?"

Tuesday, November 28.—Discussion on the question "Should Infant Schools be continued as a compulsory section of Education?" at 74 Gower Street (Hostesses, Miss Ambler and Miss Lawford). Tea and coffee, 7.45 p.m.

Among the speakers will be Miss M. E. Findlay, Miss Penstone, and Mr. T. G. Tibbey (Hon. Secs. of the Teachers' Guild Education Society), and Mrs. E. M. Shaw (of the Infants' Department, Church Street School, Stoke Newington.)

BRANCHES.

Manchester.—"My Dog" was the subject of a delightful hour's talk given by Prof. Alexander to an audience of teachers, including the

members of this Branch, in Manchester University on May 26. Prof. Alexander has studied the mind of his dog with scientific thoroughness, and he gave the fruit of his studies in a lecture full of charming humour. The psychological part of the lecture had, of course, much educational value, because of the analogies suggested to the students of the child-mind, but it was the biographical part that gave most pleasure. The tale of the dog's merits and demerits was unfolded with an air of philosophical aloofness, relieved now and then by some phrase that revealed a pardonable fondness. It was the faithful history of a dog's mind; his likes and dislikes, and the "why" of each. How much does a dog reason? was the question all the experiments tended to answer. From observing his dog—which, by the way, we were pleased to hear was an Irish terrier—Prof. Alexander has arrived at a rather modest estimate of a dog's mental power. His dog, he said, had learned "how things go, but not 'the go' of them," or, in other words, his actions were intelligent, but not rational. He knew mechanically what effects followed from what causes, but not why they followed. Similarly, his virtues were not moral—they were merely habits; he did not know the reason for prohibitions—his sense of guilt was only the presentiment of a whipping. These were a few of the conclusions underlying the professor's pleasant string of anecdotes about his dog, some of whose "acquired dexterities" (the word "tricks" being banished as unworthy) were related with ill-concealed pride.

REVIEWS AND MINOR NOTICES.

"English Men of Letters."—*Edward FitzGerald.*

By A. C. BENSON. (2s. net. Macmillan.)

All that Mr. Benson writes—and he writes a great deal—is marked by easy grace, never stilted and never slipshod, and by a catholic taste sympathetically appreciative and at the same time discriminating. Here his thesis is excellently stated on the first page—a life singularly devoid of incident, of which the tangible results are one small volume of imperishable quality, some accomplished translations, and many beautiful letters; but "over the whole is the indefinable charm of temperament and personality."

These are slender materials for a volume of two hundred pages, and it is a triumph of literary skill that the interest is sustained to the end. There is, indeed, some padding and some repetition. Even Mr. Benson fails to inspire any interest in Jámí and Attar, and FitzGerald's "strenua inertia," though it is, doubtless, the dominant note of his life, is too much harped upon; yet we have here the quintessence of Dr. Aldis Wright's eight volumes and of Mr. Thomas Wright's ponderous biography. Where Mr. Benson seems to us to fail is in imperfect sympathy with FitzGerald's bohemianism. He excuses, he palliates, he almost condones, FitzGerald's indolence; but he cannot wholly reconcile himself to the fact that he was content to be "a dreamer in the land." More than once he refers to him as a literary Hamlet—a comparison as unjust to FitzGerald as it is, if we accept Prof. Bradley's interpretation, to the Prince of Denmark. FitzGerald had no task laid upon him by Fate: birth, temperament, circumstances all conspired to mark out for him "fallentis semita vitæ"; and, had he chosen what seems to Mr. Benson the more excellent way of a learned professor or a Government official, or even of a country gentleman, it is certain that "Omar" would never have been written. Mr. Benson can tolerate Posh and other eccentricities, but he draws the line at stubbly chins and unbrushed hats.

The literary judgments, especially as regards "Omar" and the "Letters," are fine and discriminating. To the translation of the "Agamemnon" he hardly does justice. After all, it is the same method as was pursued in the "Omar," with this distinction: that the Persian is nothing and the Greek everything to us—we mean to the lay reader. To FitzGerald's own literary criticisms Mr. Benson seems to us over-indulgent. For single beauties FitzGerald had a wonderful *flair*; but of a great work of art as a whole, such as the "Iliad," the "Commedia," or "Paradise Lost," he had no appreciation, and in the *obiter dicta* of his "Letters" there are more misses than hits.

The Life of Charles Lamb. By E. V. LUCAS. Two Vols. (21s. net. Methuen.)

The "Life" is at once a completion of and a complement to the edition of "Lamb's Works and Letters" which we recently noticed. To those who possess the eight volumes it will serve

as a commentary; but it is likewise an independent work which may be read without consulting the original text. Quotations are always given in full.

Mr. Lucas is no less a fervent admirer of Lamb than the late Canon Ainger; but the "Life," in method and style, stands at the opposite pole to the monograph in "English Men of Letters." Ainger is allusive, epigrammatical, *malin*, as if the mantle of "Saint Charles" had descended on his disciple. Mr. Lucas is straightforward, matter-of-fact, exegetical, a chronicler, or, as he modestly calls himself, a stage manager. He tells year by year, almost day by day, the story of Charles Lamb's and his sister's life, as far as possible, in their own words and those of their contemporaries. Such a work represents the labour of a lifetime. Every hint and allusion is tracked to its source with the perseverance and ingenuity of a Sherlock Holmes, and the annotations on the text may be compared with Bengel's "Gnomon." Thus, Elia tells us that in his hack days he made jests for the *Morning Post* on the fashion of pink stockings, and we have two pages of these jests extracted from the old files, valuable only as an awful commentary on the text "Corruptio optimi," though this is not the moral that Mr. Lucas draws. Mr. Lucas is a faithful chronicler, who, though he may extenuate somewhat, sets down naught in malice. He gives *verbatim* the famous (or infamous) extract from Carlyle's "Diary"; but his *riposte* lacks lightness of touch. Instead of dismissing it as a *boutade*, due probably to spleen and indigestion, he contrasts the end of a life of uncomplaining unselfishness with the beginning of "a career of impatience and omniscience."

Such comments are the exception, and the chronicler, as a rule, adheres strictly to his *role*. His rare criticisms are so just that we wish at times that he had been less objective. One sample must suffice: "English literature has nothing that, in its way, is better than *Elia's* best. The blend of sanity, sweet reasonableness, tender fancy, high imagination, sympathetic understanding of human nature, and humour, now wistful, now frolicsome, with literary skill of unsurpassed delicacy, makes *Elia* unique."

It is a work that no future student of English literature in the first half of the nineteenth century can afford to overlook. The numerous portraits and other illustrations add greatly to its value.

The Teaching of Modern Languages. By LEOPOLD BAHLSSEN, Ph.D. Translated from the German by M. BLAKEMORE EVANS, Ph.D. (2s. 6d. Ginn.)

"Jottings on Modern Language Teaching with special reference to American Schools" would have been a more exact title. In the space of a hundred pages Dr. Bahlsen has attempted to give an historical sketch of the beginnings of modern language teaching, the dark ages of the grammarians, and the renaissance begun under Perthes and Viëtor; a treatise on phonetics for the use of schools; model lessons for beginners in German; and a proposed course of readings in German literature. Any one of these four subjects would furnish ample materials for a monograph of a hundred pages, and it would be vain to look for more than suggestive essays. The student of method will not find much deserving his attention; but the teacher may glean some useful hints. Dr. Bahlsen is *echt deutsch*, and the part that England and France have played in the reform movement is barely glanced at. A. J. Ellis (credited with a Cambridge professorship) and A. M. Bell are mentioned, and the writings of Sweet, Miss Soames, and Prof. Rippmann are named; but this exhausts the list of English reformers. Dr. Bahlsen's last word is an exhortation to study the speeches of Bismarck—a greater than Demosthenes or Cicero—"the greatest hero of his nation, of whose spirit the sons of America should also receive a spark." Doubtless, to pupils fortified with the antitoxin of the "Biglow Papers" the poison may prove innocuous.

This leads us to remark one striking defect in the general treatment. There is no reference to the native tongue, and from page 82 it might be inferred that German is to be begun before English grammar has been touched. Dr. Bahlsen calls himself a "moderated reformer," whatever that may mean; but, as he maintains that "a modern language exists for practical application," that the aim and object of the pupil is to learn to express his thoughts in it, we shall not be far wrong if we class him as a whole-hogger. The counsel to read "Faust"

in elegant extracts or a neat analysis, and the "Lager," but not "Wallenstein," bewrays him. His translator has not succeeded in removing all traces of the German origin. "The sad condition of language instruction," "in the last analysis," "archives" (where "museums" is obviously meant), "growsome," "fulfill," "skillful" are strange to English eyes, and "to list a selection" is a use unknown to Murray.

School Training. By R. E. HUGHES, M.A., B.Sc.
(7 x 5 in., pp. ix, 118; 2s. W. B. Clive.)

Mr. Hughes has produced a well written and thoroughly up-to-date little book. He begins with the aim of school training in its general aspect, and then passes to consider the physical, intellectual, and moral aims, giving a chapter to each; then come school in its relation to home, and, lastly, the school and the community. The book is primarily intended to help those who are preparing for the Certificate Examination; but it will be found interesting by others as well, even by those who have been for some years at work. No one can read it without gaining some fresh matter to think about. The notes at the bottoms of the pages are well chosen and very much to the point. Altogether deserves to succeed.

A Sixteenth Century Anthology. Edited by ARTHUR SYMONS.
(Blackie.)

This last volume of the "Red Letter Library" is one of the daintiest, if not the daintiest. If we compare a sixteenth century anthology with a seventeenth or eighteenth, we are like to exclaim with Horace: "Aetas parentum," &c. The anthology is original in the sense that Mr. Symons has used his own judgment and disregarded the choice of previous florilegists. The result is that we have here several gems of poetry that were to us unknown. We only wish that he had given himself more scope by restricting or omitting altogether the selections from Shakespeare and Spenser.

The Months: a Pageant. By CHRISTINA ROSSETTI. Pictured by LEVINE HALMER. (Price 6s. net. G. Philip.)

We can warmly recommend these pictures in black and white for the walls of a kindergarten. The draughtmanship is true and the composition graceful. The commonest country objects of each month—birds, beasts, flowers, and fruits—are pleasantly grouped.

"The Organized Science Series."—*Model Sights.* By WILLIAM HALL. (Price 2s. Clive.)

This is virtually a synopsis of the author's larger text-book, "Modern Navigation." Examples of "sights" of every type are worked out with explanations, so that the navigator has simply to follow his model. The tables used are Inman's. The steps are clearly indicated, and the working, as far as we have been able to test it, correct.

Cassell's History of England. Empire Edition, in weekly parts.
(Price of each Part, 6d. net.)

The special feature of this issue is a series of photogravure plates from celebrated pictures, which have been expressly prepared for this edition. Thus, the frontispiece is Lord Leighton's wall painting in the Royal Exchange of Phœnicians bartering with the Ancient Britons. To judge from those that have so far appeared, each photogravure is well worth the sixpence that the part costs, while the text itself without the illustrations would not be dear at the price.

Material for Practical German Conversation. By LAURENCE FOSSLER. (Price 3s. Ginn.)

This is not the ordinary conversation book which instructs you how to take a ticket, pass the time of day with your fellow-traveller, and pay your hotel bill. It is an attempt to teach grammar in the widest sense of the word, including idioms, conversationally. The talks are such as an intelligent student who has learnt German for two or three years might have with his language master. The scheme is well carried out, and for higher forms the book will prove most useful.

Handbook of Travel Talk. Nineteenth Edition. (Price 3s. 6d. Stanford.)

Much care has been taken to keep this classic of travelling up to date, and in this last edition the technology of motoring has been overhauled and added to. By the help of a full index the tourist will find no difficulty in turning up the word or phrase he wants.

The Dread Inferno. Notes for Beginners in the Study of Dante. By M. ALICE WYLD. (Price 2s. 6d. net. Longmans.)

Miss Wyld's unpretentious little volume has, she tells us, "a humble and definite aim," as it is intended "solely for the use of beginners." It forms an excellent manual to put into the hands of a young student who is ignorant of Italian, being quite elementary in style and treatment. The authoress endeavours, and with no small measure of success, to correlate the various forces and influences at work in the Italy of the Middle Ages, and here meets the need always felt by those who plunge straight into the study of Dante unfurnished with any historical equipment. There is an obvious attempt to "preach" in places. The author provides us, in fact, as often as not, with a primer of ethics as much as with one of Dante. The book reads as if written for class use, and as such will certainly be useful.

Dante and Virgil. By H. M. BEATTY, M.A., LL.D., Member of Council of Dante Society. (Price 2s. Blackie.)

Yet one more *vade mecum* for the Dantist comes to us in this most whimsical, but delightful, volume. If the critic is not disarmed by Mr. Beatty's fascinating preface, he is indeed adamant. The author's speculations on the real, as contrasted with the mediæval, Virgil have been thrown into a form which will attract every one who appreciates good literary style; and, if he fails to solve the enigma of the "real Virgil," whom he admits was "somewhat enigmatic," he will charm all lovers of both the Latin and Italian poets by the art with which he has manipulated researches alike curious and interesting. The volume is a miniature, but valuable, addition to our Dante lore, and should find its way into the pocket, for which it is so admirably adapted, of many a reader.

Histoire de la Princesse Rosette. By Le Comtesse DE SÉGUR. Edited by W. G. HARTOG. (Price 1s. Rivingtons.)

This little fairy tale has been very elaborately edited by Mr. Hartog, with notes in French, exercises, oral and written, and a vocabulary. We are firm believers in making the reader the basis of instruction, and, with such an object in view, the present reader is well planned and carefully executed. Our only criticism is that a class which has spent a term—none too long a period—with the book, will be heartily sick of Prince Charmant and Princess Rosette. Why does not some one translate "The Rose and the Ring" into French? That would not be so likely to pall. For *se donner, se donnèrent*, on the last page, neither vocabulary nor notes help.

Crispin rival de son Maître. Par LE SAGE. (Price 6d. Arnold.)

This little work is the antithesis of the preceding. It is a lively little comedy; but the notes are mere scraps of translation and the vocabulary is defective. On a cursory glance we find *incessamment, délicat, femme de robe*, all of which need explanation, unnoticed in either. That "Gil Blas" has secured for Le Sage "a high position in the history of general literature between Swift and Cervantes" is, to say the least, a strange way of putting it.

Mémoires d'un Ane. Par Le Comtesse DE SÉGUR. Edited by LUCY C. FERRER. (Price 1s. Arnold.)

This familiar child's story is edited with corresponding questions and thème and a vocabulary. The questions include "formation of words," a useful and much neglected exercise. There are no notes, and in the vocabulary there are several omissions—*amuser* (not "to amuse"), *côte, coucher* (not *se coucher*), *à qui mieux, mieux*.

Steps to Literature. Seven vols. (Pp. 112 to 224; 10d. to 1s. 6d. Edward Arnold.)

A capital set of reading books, ranging from Book I., "Tales of the Homeland," to Book VI., "Glimpses of World Literature." The selections are exceedingly well made throughout, including every kind of literature from fairy tales and simple poetry to Thackeray and Browning. Books I. and II. are illustrated with drawings made specially for them; the others contain a large number of reproductions from famous pictures by British and foreign artists. The whole set are admirable, and make one long to be a child again and read them all for the first time.

The Landseer Object Readers. Three vols. (from 9d. to 1s. 3d.) and a supplementary volume, *Landseer's Conversational Object Reader for Infants* (8d.). (G. Philip & Son.)

These volumes contain simple reading lessons on the large coloured wall pictures published by George Philip & Son, reduced facsimiles of which are given. They deal with plants and animals in an interesting manner, and are well illustrated.

The York Readers. Book III. (1s. G. Bell & Sons.)

This is a pretty volume, well illustrated, and well fitted to serve as a reader. The facts on natural objects are particularly well presented, and the grammatical exercises given at the end are good.

Easy Stories from English History. By E. M. WILMOT-BUXTON.
(7 x 5 in., pp. viii, 128; 1s. Methuen.)

A personal presentation of some thirty-five famous personages and events from Caradoc to General Gordon, by the author of "Makers of Europe." The stories are well chosen and well told. For so small a book a capital "bird's-eye view" of the whole course is given.

"The Swan Shakespeare."—(1) *Twelfth Night*. With Notes, &c., by ALFRED L. CANN, B.A., and illustrated by GRENVILLE MANTON. (7¼ x 5 in., pp. xxiii, 111; 1s.) (2) *Much Ado about Nothing*. With Notes, &c., by ROBERT WILKINSON, M.A., and illustrated by H. A. MILLAR. (Same size, pp. xxx, 126; 1s.) (Longmans.)

These are two volumes of the prettily bound and, on the whole, well illustrated "Swan" edition of Shakespeare's plays. The introductions do not help us much, but the notes are good; they give, however, little more than verbal explanations. But the plays are so well printed and so well bound that we care little for either, and take the plays as they are given us.

- (1) *Selections from Prescott's Conquest of Peru*. Edited by A. S. LAMPREY, B.A. (7¼ × 5 in., pp. 131; 1s. 3d.) (2) *Selections from Prescott's Conquest of Mexico*. Edited by the same (7¼ × 5 in., pp. 148; 1s. 3d.) (3) *Stories from the Northern Sagas*. Selected and Edited by ALBANY F. MAJOR and E. E. SWEIGHT. With a Preface by the late Prof. YORK POWELL. (7¼ × 5 in., pp. xx, 284; 2s. 6d. Horace Marshall & Son.)

The first two of the above volumes are edited by Mr. A. S. Lamprey, and give in brief the life and adventures of Pizarro and of Cortés. They are well selected and put together, and are well illustrated. They will serve as admirable reading books. The "Stories from the Northern Sagas" is in its second edition—revised and enlarged. It is excellently selected and illustrated, and forms an admirable introduction to the literature of Scandinavia. It is approved by the late Prof. York Powell, and consists of stories chosen from a great variety of Norse sources. It is picturesque and full of interest, and will serve as an excellent reader for boys and girls—who are not likely to go to sleep over such tales as that of "Grettir the Strong" or "Throned of Gate."

- "Miniature Series of Great Writers."—(1) *Johnson*. By JOHN DENNIS. (6 × 3¼ in., pp. 85; 1s. net.) (2) *Defoe*. By ALBION WHERRY. (pp. 128.) (3) *De Quincey*. By H. S. SALT. (pp. 112.) (Bell & Sons.)

A capital series of little books on big subjects. There is not room to do more than tell the main facts of the lives of the great writers and to touch very lightly in passing on the criticism of their writings. But the best use is made of the space, such as it is. There is no surplusage in any of them. It is difficult, and perhaps invidious, to make distinctions; but probably Mr. John Dennis's "Johnson" is, on the whole, the best. It is sound and wise in its brief criticisms of the great man. We may add that the little volumes are well illustrated and daintily bound.

- "Nelson's Sixpenny Classics."—(1) *A Tale of Two Cities*. By DICKENS. (2) *Hyppatia*. By KINGSLEY. (6¼ × 4½ in., pp. 384 and 467; 6d. each. Nelson.)

Two little volumes of a new series of popular reprints. They are wonderfully cheap and well bound, and ought to find many readers.

- Practical Nature Study for Schools*. Part I, *Questions for Pupils—A Note-book*. By OSWALD H. LATTER, M.A. (8½ × 6¼ in., pp. 282. Dent.)

This book is intended for pupils from about ten to fourteen years of age. It provides lessons in Nature study so contrived that the work must be done by each individual pupil as the result of direct personal observation. Space is left below each question for the insertion of the answer, and the blank pages may be used for drawings, which must always be made of everything observed, and for summarizing results. Mr. Latter is senior science master at Charterhouse, and knows what he is about. But as practical teachers ourselves we do not like the insertion of answers in the text, nor even the drawings. These had better be done in a separate paper-book, or the volume will speedily become too untidy for use. But this is our only bit of fault-finding. The questions are excellent and cannot be answered without personal observation. There are 877 in all, and many require some careful study before they are answered. An index is provided. The book is a thoroughly good one.

- "Jack's Shilling Scientific Series."—*Local Government*. By PERCY ASHLEY, M.A. (7 × 4¼ in., pp. 190; 1s. net. T. C. & E. C. Jack.)

The aim of this small volume is to provide an elementary sketch of English local government for such as desire to know something about the organization and working of local authorities. It is written by Mr. Percy Ashley, a lecturer at the London School of Economics and Political Science in the University of London, and is well informed and up to date.

- "The Belles-Lettres Series."—*The English Drama*. (1) *A Blot in the 'Scutcheon, and other Dramas*. By ROBERT BROWNING. Edited by ARLO BATES. (5¼ × 4 in., pp. xxxviii, 305; 2s. 6d. net.) (2) *Robertson's Society and Caste*. Edited by T. EDGAR PEMBERTON. (5¼ × 4 in., pp. xxxv, 251; 2s. 6d. net.) (D. C. Heath & Co.)

(1) In each volume there are a biography and an introduction. In the Browning volume these are supplied by Prof. Arlo Bates, and are admirably done. The plays are "A Blot in the 'Scutcheon," "Colombe's Birthday," "A Soul's Tragedy," and "In a Balcony." Each play is followed by a brief set of notes, explaining what needs explanation—that and no more. The volume is of a handy size and well printed.

(2) Robertson's plays—"Society" and "Caste"—are introduced by Mr. Pemberton in a pleasant chatty way, which takes us back to Marie Wilton and the little theatre off the Tottenham Court Road—days which seem to have gone by for ever. The hard work, the long waiting, the failure, and then at last the distinguished success—all are hinted at or given. The plays are printed from the best acting editions, and worthily bound.

- "Favourite Classics."—*Tennyson, Poems*. With Introductions by ARTHUR WAUGH. (1) *Early Poems*. (Pp. xii, 116.) (2) *English Idylls*. (Pp. xii, 116.) (3) *Maud, and other Poems*. (Pp. ix, 109.) (6 × 4 in., illustrated; 6d. net each. Heinemann.)

A pretty and well printed little edition, just of the size to slip into one's pocket. Mr. Waugh supplies all that is needed in neat appreciations of the poems in each volume; the texts in each case are the best to hand; and the small books are well printed and prettily bound. Nothing could be better.

- "Favourite Classics."—*The Plays of Sheridan: The School for Scandal*. With an Introduction by EDMUND GOSSE. (6 × 4 in., pp. x, 110, with portrait; 6d. net. Heinemann.)

Mr. Gosse prefixes a capital brief introduction to this play—which play, by the way, its author never corrected for the press. It is printed from the Dublin edition, probably a careless transcript of a rough MS. copy of the play presented by Sheridan to his eldest sister. We must be thankful, however, for the play in any shape.

- "English Literature for Secondary Schools."—*Ballads Old and New*. Parts I. and II. Selected and edited for School use, with Glossary, &c., by H. B. COTTERILL, M.A. (6¾ × 4¾ in.; Part I., pp. x, 122; Part II., pp. ix, 108; 1s. each Part. Macmillan.)

Part I. contains a good selection, chiefly of the older ballads; Part II. contains one chiefly of the more modern poems, ending with Tennyson's poem "The Defence of Lucknow." Both are well treated. The glossary is full so as to avoid the necessity of giving many notes. There is, rightly enough, no reference to philology; but a few hints, questions, and subjects for essays are given, and the names of about half-a-dozen "books that might be helpful" are added. Each volume is intended to include text about sufficient for the work of one term. They are likely to fulfil their object remarkably well.

- Greek Painter's Art*. By IRENE WEIR. (12s. 6d. net. Ginn.)

Greek painting, as such, has almost entirely disappeared. Pliny and Pausanias mention the great artists whose names persisted, and they described such works as remained to their own day. Modern research has proved that the Greeks used strong colours in their architecture and sculpture, while in the Pompeian frescoes and mosaics archaeologists agree to see the vulgarized designs handed down from ancient Greek art. Vase paintings and tinted terra-cottas complete the list of our resources. Miss Weir has produced a very interesting work. She frankly quotes from the best authorities, ancient and modern, and illustrates her remarks with many well printed reproductions from photographs. The book does not profess to discuss the many vexed questions that naturally surround such a subject, but it presents facts and opinions in a very readable manner and more fully than can be expected in a handbook dealing with Greek archaeology as a whole. A valuable bibliography is added.

- "The Popular Library of Art."—*Velasquez*. By AUGUSTE BRÉAL. (2s. and 2s. 6d. net. Duckworth.)

M. Bréal, as might be expected from a French author, waives biographical trivialities to make more of Velasquez's artistry. He succeeds in showing the painter as a wonderful realist, concerned entirely with the problems of light and colour, and in no sense an idealist and dreamer. This is a pleasant little book, illustrated by fifty-one reproductions after photographs, the only notable omission being that masterpiece "Innocent X."

- The Principles of Design*. By G. W. RHEAD. (6s. net. Batsford.)

Mr. Rhead is a well known designer and black-and-white artist. This book bears the impress of an experienced man. Written primarily for art students preparing for the Board of Education examinations, it is yet free from the "crammer's" narrowness. The author elucidates the principles of design by reference to examples, strongly and artistically drawn, but he insists on the student's own study of the natural forms upon which all good design must be based. He is right in pointing out (page 124) that "proportion and spacing are very much a matter of individual feeling and power," and as much might be said for all the phases of design. The value of such a book as this in directing the student to discover, in good artistic work, those principles which appear to give to it beauty and sanity. Particularly cogent remarks are made on composition of line (page 149), on the value of the straight line (page 150), on spacing (page 121), and on methods of expression (page 151). The book is well written, and the illustrations are strong. Is the derivation of *sagittate* (page 160) correct? And are the structural details on any natural form absolutely symmetrical (page 121)?

MAPS.

From Messrs. George Philip we have *The World, Asia, and British Isles*, in their series of "Large Schoolroom Maps." Each map is 68 × 54 ins.; price, on cloth, rollers, and varnished, 14s. These maps perfectly fulfil the desiderata of the Board of Education Circular. They are "large, clear, and up to date."

From Messrs. Stanford we have the *New Orographical Map of Africa*, compiled under the direction of Mr. Mackinder. It measures 50 × 58 ins., and the price is, mounted on rollers and varnished, 20s.

The special feature of this map is that land and sea are either in monochrome, different levels being shown by tints. In this way it is graphically shown that Africa is a vast promontory rising to an elevation of over two miles above the ocean bed and articulated to Europe and Asia at four points. Names are printed in faint brown, so as not to interfere with the general physical effect. It is a beautiful specimen of cartography.

Messrs. Ruddiman Johnston's *Map of the British Empire* measures 72 x 63 ins.; price, mounted, 18s. As a companion for books like Dr. Parkin's and Mr. Lidgett's, it is invaluable. Ocean routes, cables, &c., are shown, and, as it is drawn on Mercator's projection, distance, are easily calculated. There is a handbook to accompany the maps price 6d.

"In Memoriam C. G. Gordon."—The Publisher of The Journal has still on hand some bound copies of this volume, price 1s. net, published in 1885. A prize of five guineas had been offered for the best Epitaph on General Gordon, and the volume consists of selected epigrams and lines contributed by Arthur Sidgwick, E. D. A. Morshead, James Rhodes, F. W. Bourdillon, and others. Any subscriber to The Journal enclosing 4d. in postage stamps may receive a copy post free.

BOOKS OF THE MONTH.

Classics.

- T. Macci Plauti Tom., II. Edited by W. M. Lindsay. Clarendon Press (Scriptores Classici), 6s. cloth; 5s. paper.
 Augustus, The Life and Times of. By E. S. Shuckburgh. Cheap Edition. Fisher Unwin, 5s. net.
 Introduction to Greek Epigraphy. Inscriptions of Attica. By E. S. Roberts and E. A. Gardner. Cambridge University Press, 21s.
 Vedic Metre in its Historical Development. By Prof. E. V. Arnold. Cambridge University Press, 12s. net.
 Criticisms and Elucidations of Catullus. By H. A. J. Munro. Second Edition. G. Bell.
 Roman Education. By A. S. Wilkins. Cambridge University Press, 2s. net.

Drawing.

- Elementary Brush-work. Studies by Eliz. C. Yeats. New and Revised Edition. G. Philip, 5s. net.
 Oblique and Geometric Projection. By John Watson. Arnold, 3s. 6d.

English.

- Michael Drayton: a Critical Study, with Bibliography. By Oliver Elton. Constable, 6s. net.
 Essays on Mediæval Literature. By Prof. W. P. Ker. Macmillan, 5s. net.
 Elements of English Grammar. By A. G. West. Enlarged Edition. Cambridge University Press.
 The Works of Abraham Cowley. Text edited by A. R. Waller. Cambridge University Press, 4s. 6d. net.
 Shelley's Prometheus Unbound: a Study. By J. Macmillan Brown. Whitcombe & Tombs.
 Spenser's Faerie Queene, Book I. Edited by C. L. Thomson. Marshall, 1s. 4d.
 Andrew Marvell (English Men of Letters). By Augustine Birrell. Macmillan, 2s. net.
 Diary of Samuel Pepys. Globe Edition. With Introduction and Notes by G. Gregory Smith. Macmillan, 3s. 6d.
 Macaulay's Essay on Sir W. Temple. Edited by G. E. Twentyman. Macmillan, 1s.
 Shelley, Poetical Works of. Edited, with Textual Notes, by Thomas Hutchinson. Oxford Edition. Frowde, 3s. 6d.; on India paper, 5s.
 Text-book of Précis-Writing. By T. C. Jackson and John Briggs. W. B. Clive, 2s. 6d.

History.

- A First History of England. Part VI., 1689-1820. By C. L. Thomson. Marshall, 2s. 6d.
 Mediæval History. By M. A. Howard. Marshall, 2s. 6d.
 Illustrative History. Stuart Period. By J. W. B. Adams. Marshall, 2s. 6d.
 Alkibiades: a Tale of the Great Athenian War. By C. H. Bromby. Simpkin, Marshall.
 Select Documents illustrating Mediæval and Modern History. By Emil Reich. King, 21s. net.

Mathematics.

- The Winchester Arithmetic. By C. Godfrey and G. M. Bell. Teachers' Edition. Cambridge University Press, 6s. net.

- Integral Calculus for Beginners. By Prof. A. Lodge. Bell, 4s. 6d.
 Elementary Dynamics. Second Edition. By W. M. Baker. Bell, 4s. 6d.
 Key to New School Arithmetic. Part II. By C. Pendlebury. Bell, 8s. 6d. net.
 Intermediate Mechanics. By Alfred W. Porter. Murray, 5s.
 Higher Mathematics for Students of Chemistry and Physics. By J. W. Mellor. Longmans, 15s. net.
 Elementary Algebra. By W. G. Borchardt. Rivingtons, 4s. 6d.
 Examples in Arithmetic (with or without Answers). By C. O. Tuckey. Bell, 3s.
 The First Book of Euclid's Elements, with a Commentary based upon that of Proclus Diadochus. By W. B. Frankland. Cambridge University Press, 6s. net.
 Four-figure Tables and Constants. By William Hall. Cambridge University Press, 3s. net.
 Cubic Surfaces. By W. H. Blythe. Cambridge University Press, 4s. net.
 Graphic Algebra. By J. Lightfoot. Ralph, Holland, 1s.

Miscellaneous.

- The Sunday School Hymnary. Words and Music edited by Carey Bonner. Paper, 2s. 6d.; cloth boards, 4s.
 The Magic Hook and other Plays for Children. By Marian L. Thomson. 1s.
 Psychology for Music Teachers. By Henry Fisher. Curwen, 3s.
 Round the Empire. By Dr. G. N. Parkin. New and Revised Edition. Cassell, 1s. 6d.
 Elementary Arabic: a Grammar. By F. Du Pré Thornton and R. A. Nicholson. Cambridge University Press, 6s. net.
 Erasmus, Enchiridion Militis Christiani. Methuen, 3s. 6d. net.
 Woodwork. By S. Barter. Fourth Edition, Revised. Whittaker, 6s.
 Tekel. By F. J. Adkins. Sonnenschein, 3s. 6d.
 Quiet Hours with Nature. By Mrs. Brightwen. Fisher Unwin, 2s.
 Ethics and Moral Science. By L. Lévy-Bruhl. Translated by Elizabeth Lee. Constable, 6s. net.
 Methuen's Books on Business: Civil Engineering. By T. Claxton Fidler. 2s. 6d. net.

Modern Languages.

- German Reader, Writer, and Grammar. By H. G. Spearing. Clarendon Press, 3s.
 De Fivas, Grammaire des Grammaires. Fifty seventh Edition, Revised and Enlarged. Crosby Lockwood, 2s. 6d.
 Ma première Visite à Paris. Par A. E. C. With 26 Illustrations. Clarendon Press, 1s. 6d.
 L'Anniversaire de Blanche. Scènes Enfantines. By Clémence Saunois. Blackie, 1s.
 Anecdotes Faciles et Poésies. By D. O. Super. Heath, 1s.
 Gedichte zum Auswendiglernen. Selected by W. P. Chalmers. Harrap, 1s. 6d.

Science.

- Origin and Influence of the Thoroughbred Horse, with numerous Illustrations. By Prof. W. Ridgway. Cambridge University Press, 12s. 6d. net.
 Science in the School, with Teaching Hints. By W. J. Gibson. Pillams & Wilson, 1s. 6d. net.
 Elementary Chemistry, Progressive Lessons in Experiment and Theory. Part I. By F. R. L. Wilson and G. W. Hedley. Clarendon Press, 3s.

UNIVERSITIES AND SCHOOLS.

LONDON.

There seems to be reason at last to believe that the long-hoped-for stream of private munificence towards our University has begun to flow, and all lovers of learning and of London will trust that the stream of benefactions will soon attain a lordly volume. The occasion of this pious expression of hope is the magnificent gift by Mr. E. G. Bawden, of £16,000 to London University for completing the incorporation of University College with the University. The donor is a bachelor (not, we believe, of Arts) and a retired London stockbroker. Other bachelors and stockbrokers please copy.

Convocation has reason to congratulate itself that its Chairman, Sir E. Busk, has been elected Vice-Chancellor for the current year.

Sir J. Wolfe-Barry has resigned his membership of the Council for External Students. The Goldsmiths' Company have expressed their willingness to bear the expense of building a gallery and erecting additional bookcases in the room which contains the Library of Economic Literature collected by Prof. Foxwell, and presented to the

University by the Company two years ago. Mr. Reginald A. Rye has been appointed Assistant Librarian. Would-be readers must still possess their souls in patience, and hope that the use of the reading room and general library will be available in their time.

Amended regulations in the Faculty of Economics have been approved for external students for 1907 and following years. The curricula and schemes of examination for internal students were correspondingly amended, the change coming into operation at once.

The Jessel Studentship of £50 has been awarded to Miss Winifred Gibson, B.Sc. Miss Mary R. Boyd and Miss Haywood, both internal students of University College, presented for the M.A. degree theses respectively on "Three Manuscripts of Renaud de Montauban" and on "The Platonic Psychology in its bearing on the Development of Will." There should be some means of publishing interesting essays by students of the University for the benefit of their fellow-students and graduates. A charming book on "Spanish Influence on English Literature" has just been published: it is specially interesting as being Mr. Martin Hume's London University Extension Lectures on that subject revised and rearranged. Apart from Dr. Reich's lectures, it is not easy to recall similar instances of publication of Extension lectures, though several lecturers have published Extension manuals.

The Summer Meeting of Extension students at Oxford attracted upwards of a thousand students, of whom no less than 256 were foreigners—the goodly number of 87 forming the German contingent, 49 hailing from the United States, and 35 from our friends across the Channel. Add to this that there were representatives from Russia (8), Austria, Belgium, Switzerland, Spain, Holland, and Scandinavia, and it is easily seen that British Extension work has its international side. The two parts of the Meeting extended through the month, and the lectures (1) illustrated the history, literature, and art of the period of the Renaissance and the Reformation; and (2) dealt with natural science and economics. The Meeting is to be at Cambridge next year, when "The Seventeenth Century and the Puritan Movement" is to be studied; and in 1907 Oxford will again be the rallying-ground, and the "Eighteenth Century" will be treated.

A full and well arranged set of lectures will be inaugurated throughout the London district about the first week of this month, when the new session of Extension lectures begins.

The Senate has decided to establish a Chair of Protozoology, which will be maintained by the sum of £700 a year offered by the Secretary for the Colonies for five years, and by a further sum of £200 a year for cost of assistants and laboratory.

A Committee, consisting of the Chancellor, Vice-Chancellor, and Chairman of Convocation, Sir William Collins, Dr. Gregory Foster, Dr. Headlam, Mr. Mackinder, Lord Reay, Sir Owen Roberts, Sir Albert Rollit, and Mr. Sidney Webb, has been appointed to consider and report upon the organization of commercial education in the University.

Mr. Edgar Schuster, the Francis Galton Research Fellow in National Eugenics, has presented a report containing a preliminary account of inquiries which have been made into the inheritance of diseases, and especially of feeble-mindedness, deaf-mutism, and phthisis.

Arrangements have been concluded with Mr. John Murray for the publication of a work on "Noteworthy Families in Modern Science," written by Mr. Francis Galton in conjunction with Mr. Schuster. This is to appear as Vol. I. of the publications of the Eugenics Record Office, and will contain accounts of the families of some fifty Fellows of the Royal Society.

Miss Ethel M. Elderton has been appointed Secretary to the Eugenics Record Office.

Under the will of the late Dr. Nathaniel Rogers, the Senate offer a prize of £100, open for competition to all members of the medical profession in the United Kingdom, for an essay on "The Physiology and Pathology of the Pancreas."

The price of Vol. III. of the *University Calendar* will in future be 2s. 6d. per copy, post free, instead of 5s. 5d.

The progress of the new world-language Esperanto is most interesting. It has been seriously proposed to teach it in schools, and we are waiting to see whether the authorities of our up-to-date University will recognize it officially. *A propos* of this question, more encouragement might be given to the study in the University of the Spanish literature and language, which seems to lend many of its good points to the new language.

UNIVERSITY COLLEGE, LONDON.

The session of the Faculties of Arts and Laws (including Economics) and of Science (including Engineering) will open on Tuesday, October 3. The following public introductory lectures will be given:—Wednesday, October 4, at 9 a.m., Prof. Sir William Ramsay, K.C.B., Ph.D., F.R.S., on "Some Advances in Chemistry"; and at 5 p.m., Prof. L. M. Brandin, L.-ès-Lettres, Ph.D., on "La Critique Littéraire au XIX^e Siècle." Thursday, October 5, at 4.30 p.m., Prof. L. W. Lyde, M.A., F.R.G.S., on "The Teaching of Geography to Children." These lectures are open to the public without payment or ticket.

During the Long Vacation important extensions have been made in the Physics Department, which will make the accommodation for practical work for junior, senior, and research students more extensive. The Physics Theatre has been enlarged and reseated. Two new rooms for practical work have been added to the Chemistry Department. By the aid of a grant from the Drapers' Company, a transit house has been built in the grounds, so as to render the facilities for astronomical work more complete.

There have been important developments in the work of the Engineering School since last year. The three years' course for students qualifying for the diploma or for the degree in Engineering has now been fully organized. In connexion with the Department of Civil Engineering and Surveying, an important new departure has been taken in the form of enlisting the services of eminent engineers in practice for special courses. For instance, Mr. H. Deans, M.Inst.C.E., is to give a course in Railway Engineering, and Mr. A. T. Walmisley, M.Inst.C.E., in Waterways, Roads, Street Paving, and Tramways. By this means, the teaching of the School will be brought into direct touch with present-day practice.

The work of the Architectural Department, under Prof. Simpson, is being specially developed. The courses for the three years' training are now completed. At the opening of the session two new studios will be provided for junior and senior students, and also smaller studios for more advanced students doing special work.

With the help of the Carpenters' Company arrangements have been made for a series of demonstrations on the working of materials and their construction to be held at the Company's Trades Technical School, Great Titchfield Street. This will bring the lectures into close association with practice, and will save the necessity of duplicating a museum of materials and structures. It is in every way a satisfactory example of co-operation between the Carpenters' Company and the University authorities.

In connexion with the Slade School of Fine Art the following special courses will be given during the Michaelmas term:—A course on Sculpture, Mediæval, Renaissance, and Modern, by Mr. D. S. MacColl, beginning on October 27, at 4.30; and a course on the Physics and Chemistry of Colours, by Prof. Sir William Ramsay, beginning on October 19, at 4.30.

By the allocation of £16,000 from the Bawden Fund to the Fund for Advanced University Education and Research, the sum of £200,000 necessary to complete the incorporation of the College in the University has been obtained. In order to complete the funds appealed for in May, 1903, a sum of £700,000 is still wanting for buildings and equipment.

MANCHESTER.

The Special Committee appointed by the Manchester Education Committee to consider the question of provision of meals for underfed children at the elementary

schools have presented their report, and, after some discussion, the report has been adopted. It has not, however, been favourably received by the public nor by the Boards of Guardians. After recording the work done in this direction in the past by voluntary effort, the report proceeds to recommend that in future twelve centres should be opened by the Boards of Guardians, at which meals may be supplied to needy children. Now that the duty of feeding the children devolves upon the Guardians, the Education Committee do not see their way to allow the meals to be served in the schools by the teachers, as has hitherto been the case. They are ready, however, to assist the Guardians in investigating cases, notifying parents, and collecting the contributions of the latter. It is felt in some quarters that, now that the cost of the meals will be borne by the Guardians, the Education Committee might have continued to allow the use of the schools. According to the new scheme, the Guardians point out (1) that it will be necessary for them to erect special buildings for the purpose; (2) that the stigma of pauperism will be much more in evidence than has hitherto been the case. The separate Boards have therefore deferred action till they have had an opportunity of meeting in general conference. According to an estimate based on previous experience, 10 per cent. of the 59,000 children attending school in the selected area would require relief.

The following appointments are announced in connexion with the Municipal School of Technology:—Mr. Ernest Classen, M.A., to be Lecturer in English, Mr. Wm. Leicester to be Lecturer in Building Construction, and Mr. T. C. Joyce Demonstrator in Physics. The new Calendar of the School of Technology opens with a reference to the recently instituted Faculty of Technology at the University, in which it is pointed out that students of the School of Technology may now qualify for the degrees of Bachelor and Master of Technical Science. Courses in two new subjects are announced—viz., Motor Engineering and Descriptive Astronomy and Meteorology. It is hoped that the institution of the second will lead to the observatory being more generally used.

Faculty of Education. At the University some readjustment of the work in the Department of Education has been rendered necessary by the fact that Prof. Sadler will be unable to lecture this session. The appointment of Miss Barbara Foxley as assistant lecturer for one year will be a valuable addition to the staff. Miss Foxley has been for the past twelve years Head Mistress of Queen Mary's College, Walsall, and has had valuable experience in the training of pupil-teachers. There are so far four men students reading for the diploma. No appointment has yet been made to the post rendered vacant by the acceptance by Miss Dodd of the Principalship of the Cherwell Hall Training College, Oxford.

The report of the Museum Committee shows that that institution is still hampered for want of funds. Special attention is directed to the additional accommodation required to adequately house the valuable herbaria recently presented to the Museum, as well as the unique collection of antiquities from Egypt. Prof. Flinders Petrie is to lecture on October 2 on "The Egyptians in Sinai." Among other courses announced mention may be made of a course of three lectures on "The Flora of Africa" by Prof. Weiss, who is at present with the British Association in that continent.

The Museum. The new Preparatory School to the Grammar School in North Manchester, of which Mr. A. W. Dennis, M.A., is the Head Master, has commenced its first term with about forty boys. The staff includes Mr. E. G. V. Knox, B.A., late scholar of Corpus Christi College, Oxford; Mr. Rees, B.A., of University College, Aberystwyth; and, for the junior school, Miss E. K. Fisher, of the Maria Grey Training College.

Preparatory School. At the High School for Girls the numbers have risen to 462. As was pointed out by Prof. Lamb, on the Prize Day in July, the numbers have now reached the limit allowed by the present accommodation, and the governors will have to consider whether they will enlarge the buildings or raise the standard of the entrance examination. In the Matriculation Examination of the Victoria University last July twenty-two pupils passed out of twenty-eight, and two scholarships, each of £60 for three years, have been awarded to pupils of the school by the Education Committees of Lancashire and Manchester respectively.

Girls' High School. The syllabus of the Child Study Association for the coming session has been issued. It is significant that the first two meetings of the society are to be devoted to the consideration of the education of children from three to five years of age. On October 6 the discussion is to be opened by Miss M. A. Wroe, Principal of the Manchester Kindergarten College, who has written very strongly against the exclusion of infants from the schools.

Child Study. At the monthly meeting of the Lancashire Education Committee, in the course of a discussion on the scholarships offered by the Committee, the interesting fact came out that the only scholarship of £60 tenable for three years offered for music had been won by a blind boy who was an inmate of Hensham's Blind Asylum. Another pupil of this institution had also taken one of the five music scholarships of £15.

The Blind.

WALES. The Executive Committee of the Welsh National Council have recently displayed such marked activity that it is evident that they are determined to see their draft scheme adopted throughout the Principality and that without much further delay. As the support of every County Council is necessary before the scheme can become operative, or, at all events, before the ideas of its chief promoters may be regarded as realized, considerable pressure has recently been brought to bear upon the three recalcitrant counties of Carmarthen, Pembroke, and Cardigan. These counties appear to have withheld their official sanction on account of the inadequate representation which was assigned to them in the draft. Several of the smaller counties, and especially the agricultural counties, were also reluctant to fall into line for the very same reason. In fact, Glamorganshire and Monmouthshire, on the principle of representation adopted, viz., one member for every 50,000 population, will have a majority of one over the other counties combined. These counties, therefore, will be in a position to exercise a preponderating influence on the new body, and, if they so choose, even to direct the educational policy of the whole Principality. Cardiganshire and Pembrokeshire have already given way before the charm of Mr. Lloyd-George's eloquence, but Carmarthenshire has been more difficult to convince, and as yet is showing fight. The probability, however, is that before long all the County Councils will agree to the scheme, and that the control of primary education in Wales will be partially vested in this Education Council. The main functions exercised by it will be those of inspection of schools and the provision of facilities for the training of teachers.

Now it is rather remarkable that a body which is destined to have such a far-reaching effect on Welsh education during the present

generation has hitherto been received with so little real enthusiasm, and especially by educationists. This is partly due to their dissatisfaction with its proposed constitution, and partly to the suspicion that its promoters do not intend that it shall ultimately confine its activities to purely educational work. Some remarks of Mr. Lloyd-George would seem to give colour to this idea. Thus, at Carmarthen we were told that "this was the first successful attempt to realize the idea of those who wanted autonomy. When once that was set up there was no knowing what limit they might have if it should prove a success. They would eventually get the Local Government Board, the Home Office, and the Board of Trade to delegate powers." In effect, the new Education Council is not only designed for the immediate purpose of controlling Welsh education, but is also meant to constitute the germ of a system of Home Rule for Wales. This statement also goes very far to explain the strong disinclination of many of its most prominent supporters to recognize the principle of co-operation in any shape or form. Co-opted members would not fit into the constitution of a Welsh Parliament.

In the speech just referred to, the Central Welsh Board was treated to a somewhat unfair criticism. "Although it was not strictly anti-national, it had not developed education on truly Welsh lines," it is said. No one, however, who has taken the trouble of ascertaining facts or who has made a genuine study of the progress of secondary education in Wales during the past ten years will be disposed to attach the slightest importance to this amazing charge; for, if there is any section of its work on which the Central Welsh Board and its Chief Inspector can be specially complimented, it is on their efforts to develop the scientific study of the Welsh language, literature, and history in the intermediate schools. In their reports, in their schedules, and in interviews with governing bodies, the greatest stress has invariably been laid on the proper recognition of Welsh in the curriculum—in fact, no other institution appears to have done more for the uplifting of the Welsh language in the Principality in recent years. It is therefore most difficult to understand why such a charge should have been formulated, except on the assumption that the extent of the efforts of the Board on behalf of Welsh was not properly realized. In the interests of this new Council, there has undoubtedly been a disposition lately to indulge in an indefinite kind of criticism of the Central Welsh Board by persons who, if questioned, could not give the most elementary account of its work and functions; and they can therefore be ignored. But any statement which is made by Mr. Lloyd-George must be taken into serious consideration and discussed.

The education war has taken such a truly remarkable turn in Montgomeryshire—one of the two Welsh counties in default—that it is not very easy to give a concise account of the actual situation. At the last meeting of the Education Committee there was a proposal that the claims and salaries of the non-provided schools, to the extent of £2,735 8s. 4d., should be paid. After a somewhat prolonged discussion this was rejected by a large majority. Subsequently, on the clerk making a formal announcement that the Board of Education had paid the salaries in fifty-eight out of the sixty-two schools out of grants, the chairman declared the intention of all the Liberal members of the Education Committee to withdraw, and thus throw the whole responsibility for the administration of elementary education on the Conservative members. The position is further complicated owing to the fact that these members are just sufficient to constitute a quorum of the Committee, so that they are empowered to exercise all the usual functions of an Education Committee. But, in order that their freedom of action may be effectually combated, the County Council, on which the Liberals have a commanding majority, resolved immediately to rescind a former resolution delegating its powers to its Education Committee: consequently every resolution must, in future, obtain the express sanction of the County Council before it has any validity. Further, at the same meeting, the Council depleted its education fund by paying the cost of maintenance of the provided schools; so that no monies were left with which the claims for £2,735 from the non-provided schools could be met. It was also resolved that no additional county rate for education should be levied. As the result of these very complex manoeuvres, it appears clear: (1) that the non-provided schools are £2,735 in arrears; (2) that the provided schools are on the same footing as the non-provided schools, and can therefore demand maintenance from the Board of Education, and will become chargeable to the Defaulting Authorities Act Fund. It is estimated that the monies necessary to meet all liabilities for the schools (provided and non-provided) at Christmas will amount to £9,000 odd. A sum of about £6,000 in grants is expected, which leaves a deficit of £3,000. But, as the County Council has refused to levy a rate, there are no funds on which the Board of Education can lay their hands, and at the present time it is by no means clear how it will be met. The further development of this very extraordinary state of things will be watched with much interest and anxiety throughout Welsh educational circles.

In Glamorganshire it has been resolved to obtain the opinion of

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counsel on the "so-called" decisions of the Board of Education, both in relation to the up-keep of the fabric of the non-provided schools, and in regard to the notices served to provide for new school accommodation. Whether we shall really see the Board of Education forced to defend its decisions in the law courts or not, it is clear that the county is in a pugnacious mood.

Mr. W. C. Cox, M.A., the second assistant master, has been appointed to the Head Mastership of Aberdare Intermediate School in succession to Mr. W. Jenkyn Thomas, M.A. This is the fifth instance of a second master being promoted to the head mastership of his own school. Moreover, it is somewhat curious that in four cases the new Head Master should be an Englishman, and the old a Welshman.

The Chief Inspector's Gold Medal has been awarded to P. J. Leonard, of Newport Intermediate School, for higher mathematics. Jesus College, Oxford, has this year awarded the £80 scholarship to H. E. Jones, of Towyn County School, for the excellence of his work in science at the Honours Certificate Examination of the Central Welsh Board.

About 45 per cent. of the parents of children attending the elementary schools of Cardiff have declared in favour of the teaching of Welsh in the schools—a result which has given great satisfaction to the advocates of the teaching of Welsh. In 1901 the census yielded a similar result, but the attempts of the old School Board to act upon it do not seem to have been very successful, and it will be very interesting to see whether the new Education Authority will fare any better. If the town does really believe in the value and importance of a knowledge of the Welsh language, the difficulties in the way of making proper provision for its teaching should not be insurmountable. Another failure will go far to diminish Cardiff's claim to be considered the metropolis of Wales.

The Cardiff higher-grade schools have recently been converted into municipal secondary schools, and will earn grants in accordance with the regulations of the Board of Education. The Swansea Education Authority also proposes to discontinue its higher elementary schools and to establish municipal secondary schools; but it is understood that the Swansea scheme has not as yet been sanctioned by the Board of Education. As the fees charged at these new schools are much lower than those fixed at the intermediate schools established in the two towns, it will be interesting to watch whether the latter will suffer any injury from the competition that is bound to be set up.

SCOTLAND.

As a result of the operations of the Carnegie Trust, some changes have been made in the amount of the fees payable for classes which qualify for graduation. Some time ago an arrangement was made by which the fees for each class in any University were made the same as those for the corresponding class in the other Universities. The fees were, in short, levelled up to the highest fees that were being charged at the time. In all the Universities, however, the fees in the Faculty of Arts remained lower than those in the Faculty of Medicine. It is understood that Edinburgh University intends at an early date to raise the fees in the Faculty of Arts, and the St. Andrews University Court at a recent meeting resolved to communicate with the other Universities, suggesting that the fees of classes qualifying for graduation in Arts should be raised to £4. 4s. per session (the present fee being £3. 3s.), and that this fee should be held as covering admission to all supplementary classes related to the subject. This last provision is intended to meet the difficulty that has arisen owing to the action of one University, at least, which has turned some tutorial and other classes, for which formerly no fee was paid, into classes for which fees are required, with the result that more money from the Carnegie Trust comes into its coffers. One consequence of the proposed change will inevitably be an increase in the number of students who become beneficiaries of the Trust.

Mr. Carnegie is to be installed, for a second term, as Rector of St. Andrews University on October 17. In connexion with the installation, honorary degrees will be conferred on a number of distinguished people, including Mr. Whitelaw Reid, the American Ambassador; Mr. Charlemagne Tower, the American Ambassador to Germany; Bishop Potter, of New York; Mr. Nicholas Murray Butler, President of Columbia University; Mr. W. J. Holland, Director of the Carnegie Museum, Pittsburgh; and Emeritus Professor David Masson.

The quatercentenary of George Buchanan is to be celebrated at St. Andrews University on Friday, April 6, 1906.

Most of the new class-rooms and laboratories which are being erected at St. Andrews University are expected to be ready for use by the beginning of the winter session. Steps are also being taken for the institution of a School of Agriculture at St. Andrews University.

On the recommendation of Prof. J. A. Ewing, F.R.S., Director of Naval Education, Mr. James Blacklock Henderson, D.Sc., of Glasgow University, has been appointed Professor of Applied Mechanics in the

Royal Naval College, Greenwich. Mr. Henderson has for some years done excellent work as Lecturer in Electrical Engineering at Glasgow University.

Mr. Harold G. D. Turnbull, B.A., assistant to the Professor of Humanity in Aberdeen University, has been appointed Professor of English Literature at the Deccan College, Poona, India.

The Scotch Education Department has issued a minute providing for the distribution of part of the last equivalent grant, the grant made in connexion with the English Education Act of 1902. Had this year's Scotch Education Bill passed, this money (which by the end of the present year will amount to about £211,000) would have gone to a general fund, the first payments out of which would have been made in aid of capital expenditure (on buildings, &c.) in connexion with the training of teachers and also in connexion with advanced technical instruction at central institutions. The Department has resolved to apply a portion of the money to these purposes, and applications for grants under the minute should be lodged before March 1, 1906. Assistance is also to be given from this source in providing initial equipment for giving industrial training to boys and girls resident in the island of Lewis and other parts of the "congested districts" of Scotland. The loss of the Education Bill has limited the amount of money available for higher education in Scotland; but it is fortunate that the work of the new Committees for the Training of Teachers (which are at present being elected in the various University districts) is not to be unduly hampered by lack of funds.

IRELAND.

The results of the Intermediate Examination held last June were published early in September. In the Pass List the names of the students and of their schools were omitted, only the examination numbers being given.

In the list of honours and prizes, for the first time for four years these names were given. The total number examined was the largest on record—9,677, that is, 7,018 boys and 2,659 girls. Of the boys, 4,929, or 70.2 per cent., passed. Of the girls, 1,727, or 64.7 per cent., passed. It is remarkable how small is the proportion of students passing with honours: out of the 4,929 boys who passed, only 737 passed with honours; and, out of the 1,721 girls who passed, only 245 passed with honours. This indicates either a deliberate relaxation of effort, which may be desirable as lessening over-pressure, or, on the other hand, unfit methods of examinations (which undoubtedly are to be found in many subjects) or inefficient teaching. In the Junior Grade, only about 10 per cent. of the boys and 8 per cent. of the girls passed with honours. In the Senior and Middle Grades the proportion of students who passed, and also of those who passed with honours, is much higher, showing that these are picked candidates, and, indeed, few enter for the Senior Grade except probable exhibitioners. It is an illustration of the want of co-ordination in Irish education that the Senior Grade examination is much more advanced and exacting than the examinations for entrance and exhibitions in either University.

After four years' absence of publicity, the remarkable feature in the Prize List is the brilliant successes of the Roman Catholic schools, especially in certain subjects. In the Senior Grade (boys), in the classical group, the Protestant schools win ten and the Roman Catholic seven exhibitions; in the modern literary course the Protestant schools win one and the Roman Catholic schools eight exhibitions, in mathematics the Protestant schools win eight and the Roman Catholic five exhibitions; in experimental science the Protestant win five and the Roman Catholic schools twelve exhibitions. In the Middle Grade the Roman Catholic schools win seven out of nine exhibitions in classics and five out of six exhibitions in modern literature; in mathematics the Protestant schools win eleven out of fifteen exhibitions, but in experimental science all the ten exhibitions go to Roman Catholic schools. In the Junior Grade, in classics, the Roman Catholic schools take eighteen out of twenty-five exhibitions, and in modern literature thirty-six out of thirty-seven exhibitions; in mathematics the Protestant schools are in advance, winning eight out of eleven exhibitions; but in experimental science, of the forty-six exhibitions awarded, the Roman Catholic schools win thirty-four. The Christian Brothers' schools alone have won seventy-three exhibitions, or more than one-third of the total number awarded.

Among the girls it is regrettable to observe that in the Senior Grade no exhibitions were awarded in either classics or mathematics, nor in the Middle Grade in classics or experimental science. In the Junior Grade no exhibition was given in classics. Notwithstanding the great improvement that has taken place in girls' education in Ireland during the last twenty-five years, it has not yet attained the steady attention to solid subjects that is to be found in boys' schools. The best advance in this direction is to be found in mathematics and physical science. The success of the Roman Catholic schools is even more remarkable among the girls. They take ten out of the eleven exhibitions awarded in the Senior Grade, ten out of thirteen in the Middle Grade, and twenty-seven out of forty-four in the Junior Grade.

In estimating the successes of the Roman Catholic schools we should

(Continued on page 690.)

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A NICE point has occurred in West Suffolk on which the opinion of the Board of Education is sought. If children of school age are taken into a family as boarders, are the ratepayers of the locality or area liable to pay the cost of education over and above the grant from the Board? It is said that in West Suffolk the education of the children boarded out by Dr. Barnardo's charity presses hardly on the locality, not so much in the form of adding to the rate, which is distributed over a large area, as in bringing about the necessity of enlarging school buildings. In one or two parishes the school accommodation would be sufficient were it not for these imported children; and objection is taken, perhaps naturally, to the erection of additional classrooms for the sake of children who are not normally resident in the parish. It is suggested that the Board may see their way to the payment of a special grant. But this would be a dangerous innovation. The result would be a crop of demands that would probably surprise the Board. In strict justice the locality from which the child is sent ought to pay, as its own rate is lessened by the exporting of the child. But in practice the difficulty might be met by a contribution from Dr. Barnardo to new buildings that are shown to have been necessitated by the number of children in one of these homes. Dr. Barnardo's lamented death has occurred since the above was written. The useful work he has organized will be continued.

Dr. Barnardo's Children and the Education Rate.

Evening Schools. We have received from the Plymouth Education Committee the Directory for the coming year. It contains a full account of the facilities offered to students by the day and evening classes in connexion with the Technical School. Each department has its head master, and, although students may join single classes, full courses in various branches are indicated, and advice will be given to intending students by the head masters. An excellent regulation makes it compulsory upon students to be punctual and regular, to do the preparation set as home work, and to attend such class examinations as the head master may arrange. Considering that the fees paid by students form so small a proportion of the cost, it is fair that conditions should be imposed. The Directory also gives a diagram showing the local co-ordination of schools, from which a student (or his parents) can clearly see the possibilities of the instruction offered by the borough. This diagram includes private secondary schools; but the Board of Education appear to be still considering the Authority's proposals with regard to such schools. A good deal of progress has, with the sanction of the Board, been made in the direction of centralizing and co-ordinating secondary and intermediate education in the borough. We have also received the Directory of the County of Flint, which gives all the needful information for managers and governors. The London County Council send us information as to evening schools and centres. Almost every conceivable subject is taught, and the fees, when charged, are quite small, varying from one shilling in the evening schools to five shillings in the science and art centres. The Borough of Ipswich issues a detailed prospectus of each of its educational institutions.

THE SUMMER MEETING.—The Oxford Summer Meeting was an undoubted success this year. There were about one thousand students, of whom two hundred and seventy or eighty were foreigners of all nationalities. Amongst these, of course, are not included the Americans, whom one cannot place in that category. Ladies predominated to such an extent as to call for amusing comment from Mr. Marriott. "No matter how many men there are present, even if half and half," he explained, "the ladies will always seem the more numerous. Their hats and their dress extinguish the men." But there were men at the Summer Meeting this year. There were Germans too, much *en evidence*; beyond, in fact, what their numbers warranted. But then German voices carry. The "hatless league" was also to the fore, and that in the case both of men and women, and we did not hear that there was any ecclesiastical objection raised. The period was the sixteenth century, and the lectures were admirably adapted for its illustration. Art, poetry, painting, architecture, music, adventure, discovery, religious reform, the stage—nothing was omitted—and recognition was given to the great men and movements of every country. The audience was eager and enthusiastic, and the thanks of English and American students are due to Mr. Marriott for his tact and firmness in maintaining their claims. They were not called upon to give up the two front rows to foreigners, who came to learn English; keeping rows of seats by foreign hats was courteously but decidedly forbidden; even the great window question was tactfully met. The seventeenth century will be dealt with at Oxford in 1907, Cambridge taking the eighteenth next year.

At King's College, London (Women's Department) the inaugural lecture will be given on October 5 at 3 p.m. by the Right Rev. A. Robertson, Bishop of Exeter. Canon Beeching will begin his course on English Lyrical Poetry on October 26.

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Schoolmaster, 15th February, 1905.—"There will always of necessity be large bodies of students who from unfavourable circumstances of locality, means, time, age, or for other special reasons, cannot avail themselves of the opportunities of oral instruction. To these a well organised Correspondence College, such as that which flourishes under the direction of Dr. Briggs, with its highly qualified and expert teachers, its clerical staff, and well devised machinery, is a help of the most valuable kind."

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School World, February, 1903.—"The successes of University Correspondence College in previous years are quite enough to convince students willing to follow instructions that they may reasonably hope to find their names amongst the successful candidates in future examinations."

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REGULATIONS FOR SECONDARY SCHOOLS.

GEOGRAPHY.

By Prof. L. W. LYDE.

THERE can scarcely be two opinions, at least among practical teachers, on these new Regulations issued by the Board of Education; and, if they are carried out with anything like the care which seems to have been bestowed on their preparation, the result can only be unmixed good.

It is an old story now that Geography has been worse taught than any other subject in our secondary curriculum, though there can be little question that less blame for this should have been thrown on the teachers and more on the text-books available, most of which were written by men who had never taught a class in their lives. But no teacher has now any excuse for having a badly arranged course, or for teaching on wrong lines, or for using an undated text-book.

The outstanding features of the new Regulations are (1) the great freedom allowed to the teacher who needs no detailed advice on framing a course in Geography, and (2) the very judicious advice given to the teacher who has not made a special study of the science. The only limitation on the freedom of choice (as to areas) is the reasonable demand that, on the completion of a four-year course, the scholars shall have more or less "gone through the Geography of the World"; and the only interference with individual methods lies in the insistence on having a "suitably graduated series of exercises."

The "Instructions to Inspectors" are really models of what such instructions should be for the particular subject, referring to (1) the previous knowledge of the scholars, (2) the time per week allowed for the subject, and (3) the method to be preferred.

The previous knowledge is to be tested on the scholar's entry upon the course, and the test suggested is of a kind which will largely determine the earlier teaching in the direction of simple "World-knowledge"—the position and the relief of the great forms of land and water, and the effect of climatic forces on those forms. In the accompanying "Suggestions for a Four-

years Course" there is a section on this Preliminary Instruction (8-12 years), the advice in which is entirely admirable, and makes for a proper and most valuable training of the imagination.

The number of hours, or periods, per week suggested is three—two for school and one for home work; and it is further recommended that one of the school periods "should be largely devoted to dealing orally with exercises and home work." This is the only point on which I do not feel in entire agreement with the Regulations. As a schoolmaster, I never had myself more than one hour per week for Geography—generally forty-five minutes; and I never set home-work intended to occupy more than twenty minutes—in our case the maximum possible without infringing on the rights of colleagues or the reasonable powers of the boys. I should certainly have rejoiced at having a second hour in the week, because I believe Geography to be the most educational of all school subjects except literature; but, as a head master, I should have had grave doubts about what to exclude from the time-table to make room for a second Geography hour, and we did actually cover a comprehensive syllabus (not unlike the one suggested by the Board) without scamping and with very satisfactory results, *e.g.*, in the Cambridge Locals and Scotch Certificate. In any case, I should not have asked for a whole hour of home-work, partly for the reasons mentioned above, and partly because I never believed in much home-work—least of all where it was demanded by parents with the object of "keeping the boys quiet in the evening."

With regard to method, "the Board desire to leave freedom and wide scope to schools with regard both to subject-matter and methods," provided that the teaching is "carefully adapted to the special conditions existing in each case"—a most wise decision. But this is coupled with the advice to teachers to be practical, to work by cause and effect, to aim at continuity, to prepare a definite plan of work for each term, and—in the absence of special knowledge of Geography—to use a text-book. Somewhat detailed advice is added on the choice of maps and other apparatus and on the exercises suggested—questions and answers, notes and diagrams, &c.

The essence of the whole of this Instruction, No. 3, lies in the advice to be practical and to aim at continuity. The temptation nowadays is to believe that the Geography lesson can only be taught by a specialist, and that it should include all things in Heaven and Earth and under the Earth. The Board, by their advice about text-books and in other ways, show that they consider this belief to be mistaken; and I think that they are undoubtedly right. The best school teaching of Geography is done, *e.g.*, in Bradford Grammar School, by a really good class teacher, who would teach anything and everything well; and the good class teacher is always on the side of a practical, suitable, and well-balanced curriculum, and the deadly enemy of specialism carried to the length of fads. The foundation of success in such class teaching, because the best possible mental discipline for the scholars, is continuity; and it is most gratifying to see, from the Suggestions, that the Board have made no provision for the innumerable subjects proposed for class teaching nowadays by various theorists who never taught—probably never could have taught—a class.

The Suggestions themselves, in regard to both the general plan and the detailed order of areas, &c., are so eminently practical and connected that in nine schools out of ten they will probably be adopted forthwith. Every step of the work is related to "World phenomena," provision is made for revision, and the subjects (or areas) are arranged so that one leads naturally to the next. At the same time, the wise elimination of the "unpractical" and the entire freedom allowed to the teacher as to the sequence of areas make the Suggested Course as suitable for a class preparing, or going to prepare, for the Cambridge Locals or Preceptors as for the special purpose of the Board. Is it too much to hope that a copy of the Regulations will meet the eye and, if possible, bring a blush to the cheek of whoever is responsible for the grotesque syllabus in Geography issued for the current year by the Oxford Local Examination Board?

THE REV. C. D. DU PORT, late H.M. Chief Inspector of Schools, died on September 24 at Staplegrave Rectory. He had been Rector of the parish since his retirement. He will be remembered as one of the most sympathetic and popular of H.M. Inspectors.

JOTTINGS.

ON September 26, after a long but painless illness, there passed away at Felixstowe the Rev. T. W. Sharpe, C.B., sometime Senior Chief Inspector of Schools. After he had served his own generation he fell asleep.

MISS CATHERINE I. DODD, M.A., has been recently appointed to the post of Principal of Cherwell Hall, Oxford, the training college for women secondary teachers of the Church Education Corporation. Miss Dodd has been for many years Lecturer on Education and Mistress of Method in the Victoria University of Manchester. She has studied educational problems both at home and abroad, and worked in the Universities of Jena and Berlin. She has contributed to Prof. Sadler's "Special Reports" articles on "The School Journey in Germany" and "Hungarian Education." In connexion with the work of training teachers in Manchester, Miss Dodd started and carried on the College House School, which, as Prof. Sadler says in his report of this institution, "has already inspired many teachers with new ideals, and is likely to influence for good the courses of study and methods of teaching in different parts of England." As Cherwell Hall now has connected with it a large secondary day school for girls, Miss Dodd will be able to carry out her work at the Oxford Training College for Women Secondary Teachers under the most advantageous conditions.

CAMBRIDGE LOCAL EXAMINATIONS.—Forms of entry for the Higher, Senior, Junior, and Preliminary Local Examinations to be held in December next can now be obtained from the local secretaries at the several centres. The examinations will commence on Monday, December 11. The forms of entry for the Senior, Junior, and Preliminary Local Examinations are to be returned to the local secretaries on or before October 3; those for the Higher Local Examination on or before October 31. The regulations for the examinations may be obtained from the local secretaries at the centres of examination, or from Dr. Keynes, Syndicate Buildings, Cambridge.

THE National Education Association has done well to publish in pamphlet form the speeches made at the last Annual Meeting by Lord Stanley of Alderley and Mr. A. C. D. Acland. Lord Stanley is racy as ever, and he calls the Board of Education—a Board. "Early in the eighties, when I was in Parliament, Mr. Mundella came to me in the Lobby, and said: 'What is this you have been saying about me? I am told you are going about saying that I am worse than the Tories.' I answered: 'That is entirely incorrect; but I will tell you, if you like, what I did say. I said you are as bad as the Tories.' I do think there is hardly a person who has been on the Board of Education who ought not to sit at Charing Cross in a white sheet for some hours daily."

WE cannot forbear quoting one more characteristic reminiscence of Lord Stanley. "When I was member for Oldham, my constituents wanted me to go to the Board of Education with them, to plead for a very bad, rotten British school. I said: 'I will come with you'; and I went, and saw Sir Patrick Cumin, who told them this was a school that they ought to shut up. I said that I agreed with him." Courage is comparative, and it is not strange that in Lord Stanley's eyes "members of Parliament are terrible cowards."

FROM Lord Stanley to Mr. Acland is a change from gay to grave; but his indictment of the Government, if more temperate, is no less severe. Here is one telling point in his speech: "In the Preparatory Memorandum recently issued by the Board of Education I read: 'The funds placed by Parliament at the disposal of the Board for the purpose of promoting the efficiency of secondary schools are very limited in amount.' I would make this criticism: No private member of Parliament has the power of increasing a vote which stands or falls with the Government; so I should have thought that particular phrase rather odd. It should read: 'The funds placed by the Treasury, &c., are very limited in amount.' To show that, against the £12,000,000 spent on elementary education, there stand only £100,000 for local University colleges, and something under £300,000 for secondary schools. 'If we were spending a million, we should not be spending one penny too much.'

ONE other pronouncement is important as a prognostic of what will be done under a Liberal Government. "If we spend public money on training elementary teachers, we ought to spend public money on training secondary teachers. The need is the same, the interests are the same."

IN Prof. Sadler's recent reports on Exeter and Newcastle-upon-Tyne there are some instructive figures relating to salaries. At the Exeter Grammar School the salaries of seven assistant masters range from £130 to £200. At the Newcastle Grammar School the salaries of fourteen assistant masters range from £120 to £245. At the Rutherford College Secondary Day School the average salary is as high as £141, but this is earned by extra evening work. At one girls' school which shall be nameless the average salary is £63. No wonder Prof. Sadler remarks: "If this were doubled, the amount could hardly be deemed excessive." We need hardly repeat Prof. Sadler's general prescription, written in the first instance for Liverpool—initial salary £150, rising by annual increments of £10 to £300 as a minimum.

THE South Kensington branch of the Board of Education have issued a memorandum to Inspectors of technical institutions pointing out the various ways in which employers of labour have co-operated with the managers of such institutions. These methods of help are classed under five heads: (1) The payment of fees or offer of prizes to employees. (2) Increase of wages on gaining a certificate. (3) Allowance of time for attendance at classes. "The best results are obtained when the total time thus allowed per week approximates to one working day." (4) The granting of scholarships to enable a few specially qualified students to attend a full technical course of two or three years. Such cases are, of course, rare. (5) Supervision of the curriculum and the instruction given in the technical school by a committee of employers. In our judgment the third of these methods is by far the most important, and employers, "sua si bona norint," would be convinced that the time of their apprentices so lost to them would, in the end, prove pure gain.

MR. HUBERT READE is desirous of bringing before the Colonial Conference which meets next year the following question:—"How can Englishmen who have received an advanced education, and wish to settle in our colonies, be admitted to their Universities and technical colleges for the purpose of receiving technical training under local conditions?" Matriculated students of any British University are already, with rare exceptions, admitted, but the difficulty arises with students holding only local or other certificates. We shall be happy either to publish or to forward to Mr. Reade suggestions or schemes.

MR. SHARPLES, ex-President of the N.U.T., has been inquiring how many members of the Union are graduates, and announces that the number is over a thousand. This furnishes a telling argument against the division of the Register into Columns A and B, but it hardly justifies Mr. Coward's guess that there are probably as many teachers in elementary schools in possession of degrees as in schools of other types. Even were this the fact, it would only mean that less than 2 per cent. of primary teachers are graduates.

DR. WILLIAM GEORGE HENDERSON, the Dean of Carlisle, who died on September 24 at the advanced age of eighty-six, though better known to this generation as an authority on liturgies, was in his day a distinguished schoolmaster. After a distinguished career at Oxford, where he carried off the chief University prizes, he was appointed in 1845 to the Head Mastership of the Magdalen College School. This post he held for only a year, being appointed a tutor, and afterwards Principal, of Bishop Hatfield Hall, in the University of Durham. From 1852 to 1862 he was Principal of Victoria College, Jersey, and from 1862 to 1882 Head Master of Leeds Grammar School. In 1884 he was nominated by Mr. Gladstone to the Deanery of Carlisle.

A NICE point at law will, it would seem, not be determined till a case arises. Are managers of schools severally and individually responsible for expenditure incurred in the repair of schools? In 1903 Sir W. B. In reply to Dr. Macnamara, said: "The Board are advised that no manager is personally liable unless he chooses to make himself becoming a party to a contract"; and later on the Board issued a memorandum to the same effect. Since then the Board have repeated their rashness, and, in reply to a manager's inquiry, state that it is a legal question on which they have no authority to express an opinion; the inquirer had better consult his solicitor.

THE Association of Head Mistresses announce an Educational Conference to be held on October 28 at the Clothworkers' Hall. The subjects to be discussed are Co-education; Establishment of different Types of Secondary Schools by Local Authorities; Bearing of the New Code on Principles and Practice of Education. Women members of County and Borough Education Committees are invited.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, "The Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

THE Council met on June 29. Present: The Rev. H. Wesley Dennis, Vice-Chairman; Mr. E. Blair, Miss H. Busk, Mr. C. Granville, Mr. J. N. Hetherington, Prof. W. H. H. Hudson, Miss E. Newton, and Mr. W. Trevor Walsh. The special business of the meeting was the consideration of the report of the Emergency Committee bringing up the draft of the Memorandum on the Remuneration and Tenure Conditions of Teachers in Secondary Schools. After long and detailed discussion, the draft was settled approximately in final form, and the Vice-Chairman gave notice that he would move at the next Council Meeting: "That the Memorandum, as modified, be adopted by Council for circulation."

The date of the next Council Meeting was fixed for July 15, and the ordinary business was adjourned till then, with the exception of the following:—The Vice-Chairman was unanimously re-elected to his office for the session 1905-6; five new members of the Guild were elected (Central Guild, 4; Manchester Branch, 1); and Miss H. Busk and Miss H. Sullivan, of King's Edward's Girls' School, Camp Hill, Birmingham, were elected to represent the Guild on the National Council of Women at the Annual Meeting of the National Union of Women Workers at Birmingham in October, 1905.

At the Meeting of Council on July 15 there were present: The Rev. H. Wesley Dennis, Vice-Chairman; Miss H. Busk, Mr. G. Collar, Mr. J. N. Hetherington, Mr. J. R. Langer, Miss E. J. Notcutt, Mr. F. Storr, Mrs. J. S. Turner, and Mr. W. Trevor Walsh. The Vice-Chairman moved the resolution announced at the former meeting, and was seconded by Mrs. Turner. After further discussion three modifications were introduced into the draft, with the consent of the mover and seconder, and the motion was carried unanimously.

The Memorandum, as finally settled (the Chairman, who was away from England, added his signature later), runs as follows:—

MEMORANDUM ON THE SUBJECT OF THE REMUNERATION AND TENURE CONDITIONS OF TEACHERS IN SECONDARY SCHOOLS.

The Council of the Teachers' Guild have, for some time past, viewed with anxious concern the short supply of men and women now entering the teaching profession, especially of those who possess good academic qualification; and, being convinced that this evil, if unchecked, is likely to carry with it serious consequences to the nation at large, they desire to invite attention to the following statement:—

It is in secondary schools that this deficiency in the supply of qualified teachers is most grave. The number of University graduates with good qualifications who offer themselves for vacant posts in these schools is wholly insufficient. The career of the teacher does not hold out adequate inducements to men and women of energy and intellectual capacity; the former, in an ever-increasing degree, are diverted into other professions which offer better and more assured prospects. There is a real danger that the shortage in the supply of teachers will be met by the acceptance of a lower standard of intellectual equipment and general culture.

Two main causes are, in the opinion of the Council, responsible for this state of things.

First, the salaries paid at present are too low as compared with the remuneration which prevails in other professions. Those who by a long and, in many cases, expensive course of preparation have been fitted for the responsible and exacting duties of the teacher, and upon whom great and growing demands are made both in the way of intellect and of character, may reasonably look for a life of modest comfort. But with the existing rates of payment even this prospect is too often absent; while any provision for the future is almost, if not altogether, beyond their means.

The Council accordingly suggest that the rates of salary should, as soon as possible, be the following:—

(1) *For men, registered, or qualified for registration*, in Column B of the Register of Teachers, and teaching in secondary schools, an initial salary (non-resident) of £150, rising to a maximum of from £250 to £350.

(2) *For women, correspondingly qualified*, and teaching in secondary schools, the initial salary should be not less than £120, rising to a maximum of from £200 to £250.

Teachers with special qualifications, or occupying posts of special responsibility, should receive salaries on a higher scale.

In fixing the salary of any teacher, previous experience should be taken into consideration.

In the opinion of the Council these are the lowest terms that should be offered if teachers are to be found who will be fitted to carry out their responsibilities in the immediate future.

The Council are further of opinion that the salaries of assistant teachers should, in all cases, be fixed and paid directly by the governing body; also that when salaries are not paid by the term or half-term the contracts should be so drawn that the teachers should not suffer any detriment thereby, *i.e.*, they should in all cases receive at the rate of a third of the annual salary for a term's work.

Provision should also be made for retiring pensions, both for heads of schools and for assistants, in all cases by joint contributions from teachers and governing bodies.

But, in the second place, it is not only the rate of remuneration, but also the conditions of tenure, which are highly unsatisfactory. Under this head the Council hold to the views which they have already published. They are of opinion that, for the dignity and general welfare of the profession, and in recognition of the fact that an assistant teacher works for the community rather than for an individual, it is desirable that he or she should be *selected* by the head master or head mistress of a school for one (or two) years of probation, and, if recommended by the head master or head mistress for a permanent appointment, should be *elected* to it by the governing body of the school. Dismissal should be at the hands of the same body, and an appeal should lie either to the Local Educational Body or to the Board of Education. An appeal should also lie to one or other of these bodies in the case of the dismissal of a head master or head mistress.

The Council hold that, in all cases, both heads and assistants should be engaged under written and stamped agreements.

Finally, they are of opinion that the clauses in the schemes of endowed schools whereby heads and assistants are dismissible "at pleasure," are objectionable, and that in their place should be substituted clauses designed to carry out the views already expressed by the Council.

The Council have the honour of sending you this Memorandum as the outcome of their serious deliberation, and invite your earnest consideration of the same.

Signed on behalf of the Council,

S. H. BUTCHER, *Chairman*.

H. WESLEY DENNIS, *Vice-Chairman*.

It was decided that the Memorandum should be sent out in the middle of September to the Chairmen and Secretaries of all Education Committees of County and County Borough Councils in England and Wales, to the Education Committee of the County Councils Association, the Association of Education Committees of County Councils, the Association of Directors and Secretaries for Education, and to the Press.

On the report of the Organizing Committee, the new abridged Prospectus of the Guild was settled for printing. The proposed letter to heads of schools urging them and their staffs to join the Guild was approved. The letter runs as follows:—

DEAR SIR OR MADAM,—The Council of the Teachers' Guild are desirous that the aims and work of the Guild should be clearly understood by all teachers, and we therefore send you some copies of their short Prospectus, which sets out briefly most of its important activities.

The Guild is a comprehensive body, including teachers in all grades of schools and in the Universities, and is thus able to represent the attitude of the teaching profession as a whole towards all the problems which confront it. The Council are specially occupied at the present time in attempting to secure a Register of Teachers more in conformity with the interests and the wishes of the profession than the present one, and to improve the remuneration and tenure conditions of teachers. It is the broad professional basis of the Guild that gives special weight to its recommendations whenever it approaches Parliamentary or Municipal Authorities, and the Council desire always to preserve such a balance between different classes of teachers amongst the members of the Guild as will be a guarantee of the maintenance of that basis.

The only means of consolidating the profession and making its opinions effectual in obtaining what its members consider necessary for its welfare is to strengthen numerically and in every way such an organization as the Teachers' Guild.

The Council therefore hope that you will feel inclined to join the Guild, if not already a member, and also that you will urge its claims upon your staff, with a view to their becoming members, and thus help to make it more thoroughly representative of the teaching profession. The usual nomination form will not be required in the case of applicants for membership in response to this letter. They are invited to write their names in full, name of school, and amount of subscription (see Abridged Prospectus) on the back of this letter, and return it to the General Secretary at the Offices of the Guild.—We remain, dear Sir or Madam, yours faithfully,

S. H. BUTCHER, *Chairman of Council*.

HENRIETTA BUSK, *Chairman of Organizing Committee*.

A letter to prominent teachers in the different centres of population where no Branch of the Guild exists, urging the formation of Branches, was also submitted and approved.

On the General Secretary's report, three applicants for membership of the Central Guild were elected.

A cordial vote of congratulation to Sir Edward Brabrook, C.B., Chairman of the Thrift and Benefits Committee of the Guild, on his elevation to the dignity of knighthood, was passed.

A donation of one guinea was made to the funds of the National Union of Women Workers.

It was decided to ask the Central Guild and the Branches to watch the schemes proposed for secondary endowed schools within their areas, and to depute one person each for this special purpose.

On the report of the Education and Library Committee the annual subscription to the new Education Society of the Teachers' Guild for outside members was fixed at 10s. 6d. (The subscription for members of the Guild will be 2s. 6d.)

The resolution of the Bath and East Somerset Branch, in favour of permanent tenure for assistant teachers and of a General Pension Fund, was referred to the Political Committee, who were also instructed to report on the Leaving Certificate question.

The reports of the Holiday Resorts Committee and of the Finance Committee were adopted.

The next Meeting of Council was fixed for October 5, or one week earlier, if necessary.

The inauguration of the Education Society of the Teachers' Guild will be celebrated by a lecture by Prof. C. Lloyd Morgan, LL.D., F.R.S., Principal of University College, Bristol, on "Mental Digestion," at University Hall, Gordon Square, W.C. (near Gower Street Station, Metropolitan Railway), on October 20. Tea and coffee at 8 p.m. Chair to be taken at 8.20 p.m. This lecture will be open to all members of the Teachers' Guild, whether members of the Education Society or not.

At a meeting held in the Clapham High School on July 3 for the purpose of reorganizing the London Sections of the Central Guild South of the Thames along with the members of the Croydon and East Surrey Branch (dissolved), the Vice-Chairman of Council, the Rev. H. Wesley Dennis, a member of Section F, was appointed chairman of the meeting. It was decided to form a new South London Section, and to appoint a Provisional Committee for the purpose, with Mr. Wesley Dennis, Principal of St. John's College, Battersea, as Chairman, Miss E. Roseveare, of Streatham Hill High School, and Miss S. Walker, of Southlands College, Battersea, as Hon. Secretaries. The inaugural meeting of the new Section has been fixed for Tuesday, October 10, 8 p.m., at the Stockwell Training College, by invitation of the Principal, Miss Manley. A lecture will be given by Mr. A. Burrell, M.A., Principal of the Borough Road Training College, Isleworth, on "The Greek and Roman Underworld," and in the course of the meeting the views of members on the future work of the Section will be invited. Members of the Guild from any part of London will be welcome at the lecture. The College is easily accessible, as it is quite close to the Stockwell Station of the City and South London Electric Railway.

The special fund for the reduction (or extinction) of the deficit in the funds of the Guild, which has been accumulating for the last ten years or so, now stands at £358. 9s. 9d., with a further sum of £7. 7s. promised. The sum required to extinguish the deficit completely, and to cover the cost of the appeal for this purpose, is about £420. Some Branches are still collecting locally for the fund.

The Teachers' Guild Holiday Courses of 1905, in France, Germany, and Spain, were held in August, with very satisfactory results. The number of students at Tours was 42; at Honfleur, 53; at Neuwied, 34; and at Santander, 2—total, 131 (the total number of students in 1904 was 108; in 1903, 115; in 1902, 118). Very gratifying letters have been received from some of those who attended, and the representatives of the Guild who personally supervised the courses speak in high praise of the conduct and diligence of the students.

The following "Autumn Programme" has been issued by Section B London Members of the Central Guild.

Friday, October 6.—Lecture by H. B. Garrod, M.A., on "Classical Teaching for Non-Classical Pupils," at the North London Collegiate School, Sandall Road, N.W. (by kind invitation of Mrs. Bryant). Tea and coffee, 7.45 p.m.

Friday, October 25.—Inaugural lecture of the Teachers' Guild Education Society, by Prof. C. Lloyd Morgan, LL.D., F.R.S., on "Mental Digestion," at University Hall, Gordon Square, W.C. Tea and coffee at 8. Chair will be taken at 8.20.

Friday, November 17.—Central Guild Meeting. Discussion on "What is the Educational Effect of Fairy Tales and Legends?"

Tuesday, November 28.—Discussion on the question "Should Infant Schools be continued as a compulsory section of Education?" at 74 Gower Street (Hostesses, Miss Ambler and Miss Lawford). Tea and coffee, 7.45 p.m.

Among the speakers will be Miss M. E. Findlay, Miss Penstone, and Mr. T. G. Tibbey (Hon. Secs. of the Teachers' Guild Education Society), and Mrs. E. M. Shaw (of the Infants' Department, Church Street School, Stoke Newington.)

BRANCHES.

Manchester.—"My Dog" was the subject of a delightful hour's talk given by Prof. Alexander to an audience of teachers, including the

members of this Branch, in Manchester University on May 26. Prof. Alexander has studied the mind of his dog with scientific thoroughness, and he gave the fruit of his studies in a lecture full of charming humour. The psychological part of the lecture had, of course, much educational value, because of the analogies suggested to the students of the child-mind, but it was the biographical part that gave most pleasure. The tale of the dog's merits and demerits was unfolded with an air of philosophical aloofness, relieved now and then by some phrase that revealed a pardonable fondness. It was the faithful history of a dog's mind; his likes and dislikes, and the "why" of each. How much does a dog reason? was the question all the experiments tended to answer. From observing his dog—which, by the way, we were pleased to hear was an Irish terrier—Prof. Alexander has arrived at a rather modest estimate of a dog's mental power. His dog, he said, had learned "how things go, but not 'the go' of them," or, in other words, his actions were intelligent, but not rational. He knew mechanically what effects followed from what causes, but not why they followed. Similarly, his virtues were not moral—they were merely habits; he did not know the reason for prohibitions—his sense of guilt was only the presentiment of a whipping. These were a few of the conclusions underlying the professor's pleasant string of anecdotes about his dog, some of whose "acquired dexterities" (the word "tricks" being banished as unworthy) were related with ill-concealed pride.

REVIEWS AND MINOR NOTICES.

"English Men of Letters."—*Edward FitzGerald.*

By A. C. BENSON. (2s. net. Macmillan.)

All that Mr. Benson writes—and he writes a great deal—is marked by easy grace, never stilted and never slipshod, and by a catholic taste sympathetically appreciative and at the same time discriminating. Here his thesis is excellently stated on the first page—a life singularly devoid of incident, of which the tangible results are one small volume of imperishable quality, some accomplished translations, and many beautiful letters; but "over the whole is the indefinable charm of temperament and personality."

These are slender materials for a volume of two hundred pages, and it is a triumph of literary skill that the interest is sustained to the end. There is, indeed, some padding and some repetition. Even Mr. Benson fails to inspire any interest in Jámí and Attar, and FitzGerald's "strenua inertia," though it is, doubtless, the dominant note of his life, is too much harped upon; yet we have here the quintessence of Dr. Aldis Wright's eight volumes and of Mr. Thomas Wright's ponderous biography. Where Mr. Benson seems to us to fail is in imperfect sympathy with FitzGerald's bohemianism. He excuses, he palliates, he almost condones, FitzGerald's indolence; but he cannot wholly reconcile himself to the fact that he was content to be "a dreamer in the land." More than once he refers to him as a literary Hamlet—a comparison as unjust to FitzGerald as it is, if we accept Prof. Bradley's interpretation, to the Prince of Denmark. FitzGerald had no task laid upon him by Fate: birth, temperament, circumstances all conspired to mark out for him "fallentis semita vitæ"; and, had he chosen what seems to Mr. Benson the more excellent way of a learned professor or a Government official, or even of a country gentleman, it is certain that "Omar" would never have been written. Mr. Benson can tolerate Posh and other eccentricities, but he draws the line at stubbly chins and unbrushed hats.

The literary judgments, especially as regards "Omar" and the "Letters," are fine and discriminating. To the translation of the "Agamemnon" he hardly does justice. After all, it is the same method as was pursued in the "Omar," with this distinction: that the Persian is nothing and the Greek everything to us—we mean to the lay reader. To FitzGerald's own literary criticisms Mr. Benson seems to us over-indulgent. For single beauties FitzGerald had a wonderful *flair*; but of a great work of art as a whole, such as the "Iliad," the "Commedia," or "Paradise Lost," he had no appreciation, and in the *obiter dicta* of his "Letters" there are more misses than hits.

The Life of Charles Lamb. By E. V. LUCAS. Two Vols. (21s. net. Methuen.)

The "Life" is at once a completion of and a complement to the edition of "Lamb's Works and Letters" which we recently noticed. To those who possess the eight volumes it will serve

as a commentary; but it is likewise an independent work which may be read without consulting the original text. Quotations are always given in full.

Mr. Lucas is no less a fervent admirer of Lamb than the late Canon Ainger; but the "Life," in method and style, stands at the opposite pole to the monograph in "English Men of Letters." Ainger is allusive, epigrammatical, *malin*, as if the mantle of "Saint Charles" had descended on his disciple. Mr. Lucas is straightforward, matter-of-fact, exegetical, a chronicler, or, as he modestly calls himself, a stage manager. He tells year by year, almost day by day, the story of Charles Lamb's and his sister's life, as far as possible, in their own words and those of their contemporaries. Such a work represents the labour of a lifetime. Every hint and allusion is tracked to its source with the perseverance and ingenuity of a Sherlock Holmes, and the annotations on the text may be compared with Bengel's "Gnomon." Thus, Elia tells us that in his hack days he made jests for the *Morning Post* on the fashion of pink stockings, and we have two pages of these jests extracted from the old files, valuable only as an awful commentary on the text "Corruptio optimi," though this is not the moral that Mr. Lucas draws. Mr. Lucas is a faithful chronicler, who, though he may extenuate somewhat, sets down naught in malice. He gives *verbatim* the famous (or infamous) extract from Carlyle's "Diary"; but his *riposte* lacks lightness of touch. Instead of dismissing it as a *boutade*, due probably to spleen and indigestion, he contrasts the end of a life of uncomplaining unselfishness with the beginning of "a career of impatience and omniscience."

Such comments are the exception, and the chronicler, as a rule, adheres strictly to his *role*. His rare criticisms are so just that we wish at times that he had been less objective. One sample must suffice: "English literature has nothing that, in its way, is better than *Elia's* best. The blend of sanity, sweet reasonableness, tender fancy, high imagination, sympathetic understanding of human nature, and humour, now wistful, now frolicsome, with literary skill of unsurpassed delicacy, makes *Elia* unique."

It is a work that no future student of English literature in the first half of the nineteenth century can afford to overlook. The numerous portraits and other illustrations add greatly to its value.

The Teaching of Modern Languages. By LEOPOLD BAHLSSEN, Ph.D. Translated from the German by M. BLAKEMORE EVANS, Ph.D. (2s. 6d. Ginn.)

"Jottings on Modern Language Teaching with special reference to American Schools" would have been a more exact title. In the space of a hundred pages Dr. Bahlsen has attempted to give an historical sketch of the beginnings of modern language teaching, the dark ages of the grammarians, and the renaissance begun under Perthes and Viëtor; a treatise on phonetics for the use of schools; model lessons for beginners in German; and a proposed course of readings in German literature. Any one of these four subjects would furnish ample materials for a monograph of a hundred pages, and it would be vain to look for more than suggestive essays. The student of method will not find much deserving his attention; but the teacher may glean some useful hints. Dr. Bahlsen is *echt deutsch*, and the part that England and France have played in the reform movement is barely glanced at. A. J. Ellis (credited with a Cambridge professorship) and A. M. Bell are mentioned, and the writings of Sweet, Miss Soames, and Prof. Rippmann are named; but this exhausts the list of English reformers. Dr. Bahlsen's last word is an exhortation to study the speeches of Bismarck—a greater than Demosthenes or Cicero—"the greatest hero of his nation, of whose spirit the sons of America should also receive a spark." Doubtless, to pupils fortified with the antitoxin of the "Biglow Papers" the poison may prove innocuous.

This leads us to remark one striking defect in the general treatment. There is no reference to the native tongue, and from page 82 it might be inferred that German is to be begun before English grammar has been touched. Dr. Bahlsen calls himself a "moderated reformer," whatever that may mean; but, as he maintains that "a modern language exists for practical application," that the aim and object of the pupil is to learn to express his thoughts in it, we shall not be far wrong if we class him as a whole-hogger. The counsel to read "Faust"

in elegant extracts or a neat analysis, and the "Lager" but not "Wallenstein," bewrays him. His translator has not succeeded in removing all traces of the German origin. "The sad condition of language instruction," "in the last analysis," "archives" (where "museums" is obviously meant), "growsome," "fulfill," "skillful" are strange to English eyes, and "to list a selection" is a use unknown to Murray.

School Training. By R. E. HUGHES, M.A., B.Sc.
(7 x 5 in., pp. ix, 118; 2s. W. B. Clive.)

Mr. Hughes has produced a well written and thoroughly up-to-date little book. He begins with the aim of school training in its general aspect, and then passes to consider the physical, intellectual, and moral aims, giving a chapter to each; then come school in its relation to home, and, lastly, the school and the community. The book is primarily intended to help those who are preparing for the Certificate Examination; but it will be found interesting by others as well, even by those who have been for some years at work. No one can read it without gaining some fresh matter to think about. The notes at the bottoms of the pages are well chosen and very much to the point. Altogether deserves to succeed.

A Sixteenth Century Anthology. Edited by ARTHUR SYMONS.
(Blackie.)

This last volume of the "Red Letter Library" is one of the daintiest, if not the daintiest. If we compare a sixteenth century anthology with a seventeenth or eighteenth, we are like to exclaim with Horace: "Aetas parentum," &c. The anthology is original in the sense that Mr. Symons has used his own judgment and disregarded the choice of previous florilegists. The result is that we have here several gems of poetry that were to us unknown. We only wish that he had given himself more scope by restricting or omitting altogether the selections from Shakespeare and Spenser.

The Months: a Pageant. By CHRISTINA ROSSETTI. Pictured by LEVINE HALMER. (Price 6s. net. G. Philip.)

We can warmly recommend these pictures in black and white for the walls of a kindergarten. The draughtmanship is true and the composition graceful. The commonest country objects of each month—birds, beasts, flowers, and fruits—are pleasantly grouped.

"The Organized Science Series."—*Model Sights.* By WILLIAM HALL. (Price 2s. Clive.)

This is virtually a synopsis of the author's larger text-book, "Modern Navigation." Examples of "sights" of every type are worked out with explanations, so that the navigator has simply to follow his model. The tables used are Inman's. The steps are clearly indicated, and the working, as far as we have been able to test it, correct.

Cassell's History of England. Empire Edition, in weekly parts.
(Price of each Part, 6d. net.)

The special feature of this issue is a series of photogravure plates from celebrated pictures, which have been expressly prepared for this edition. Thus, the frontispiece is Lord Leighton's wall painting in the Royal Exchange of Phœnicians bartering with the Ancient Britons. To judge from those that have so far appeared, each photogravure is well worth the sixpence that the part costs, while the text itself without the illustrations would not be dear at the price.

Material for Practical German Conversation. By LAURENCE FOSSLER. (Price 3s. Ginn.)

This is not the ordinary conversation book which instructs you how to take a ticket, pass the time of day with your fellow-traveller, and pay your hotel bill. It is an attempt to teach grammar in the widest sense of the word, including idioms, conversationally. The talks are such as an intelligent student who has learnt German for two or three years might have with his language master. The scheme is well carried out, and for higher forms the book will prove most useful.

Handbook of Travel Talk. Nineteenth Edition. (Price 3s. 6d. Stanford.)

Much care has been taken to keep this classic of travelling up to date, and in this last edition the technology of motoring has been overhauled and added to. By the help of a full index the tourist will find no difficulty in turning up the word or phrase he wants.

The Dread Inferno. Notes for Beginners in the Study of Dante. By M. ALICE WYLD. (Price 2s. 6d. net. Longmans.)

Miss Wyld's unpretentious little volume has, she tells us, "a humble and definite aim," as it is intended "solely for the use of beginners." It forms an excellent manual to put into the hands of a young student who is ignorant of Italian, being quite elementary in style and treatment. The authoress endeavours, and with no small measure of success, to correlate the various forces and influences at work in the Italy of the Middle Ages, and here meets the need always felt by those who plunge straight into the study of Dante unfurnished with any historical equipment. There is an obvious attempt to "preach" in places. The author provides us, in fact, as often as not, with a primer of ethics as much as with one of Dante. The book reads as if written for class use, and as such will certainly be useful.

Dante and Virgil. By H. M. BEATTY, M.A., LL.D., Member of Council of Dante Society. (Price 2s. Blackie.)

Yet one more *vade mecum* for the Dantist comes to us in this most whimsical, but delightful, volume. If the critic is not disarmed by Mr. Beatty's fascinating preface, he is indeed adamant. The author's speculations on the real, as contrasted with the mediæval, Virgil have been thrown into a form which will attract every one who appreciates good literary style; and, if he fails to solve the enigma of the "real Virgil," whom he admits was "somewhat enigmatic," he will charm all lovers of both the Latin and Italian poets by the art with which he has manipulated researches alike curious and interesting. The volume is a miniature, but valuable, addition to our Dante lore, and should find its way into the pocket, for which it is so admirably adapted, of many a reader.

Histoire de la Princesse Rosette. By LE COMTESSE DE SÉGUR. Edited by W. G. HARTOG. (Price 1s. Rivingtons.)

This little fairy tale has been very elaborately edited by Mr. Hartog, with notes in French, exercises, oral and written, and a vocabulary. We are firm believers in making the reader the basis of instruction, and, with such an object in view, the present reader is well planned and carefully executed. Our only criticism is that a class which has spent a term—none too long a period—with the book, will be heartily sick of Prince Charmant and Princess Rosette. Why does not some one translate "The Rose and the Ring" into French? That would not be so likely to pall. For *se donner, se donnerent*, on the last page, neither vocabulary nor notes help.

Crispin rival de son Maître. Par LE SAGE. (Price 6d. Arnold.)

This little work is the antithesis of the preceding. It is a lively little comedy; but the notes are mere scraps of translation and the vocabulary is defective. On a cursory glance we find *incessamment, délicat, femme de robe*, all of which need explanation, unnoticed in either. That "Gil Blas" has secured for Le Sage "a high position in the history of general literature between Swift and Cervantes" is, to say the least, a strange way of putting it.

Mémoires d'un Ane. Par Le Comtesse DE SÉGUR. Edited by LUCY C. FERRER. (Price 1s. Arnold.)

This familiar child's story is edited with corresponding *questions and thème* and a vocabulary. The questions include "formation of words," a useful and much neglected exercise. There are no notes, and in the vocabulary there are several omissions—*amuser* (not "to amuse"), *côte, coucher* (not *se coucher*), *à qui mieux, mieux*.

Steps to Literature. Seven vols. (Pp. 112 to 224; 10d. to 1s. 6d. Edward Arnold.)

A capital set of reading books, ranging from Book I., "Tales of the Homeland," to Book VI., "Glimpses of World Literature." The selections are exceedingly well made throughout, including every kind of literature from fairy tales and simple poetry to Thackeray and Browning. Books I. and II. are illustrated with drawings made specially for them; the others contain a large number of reproductions from famous pictures by British and foreign artists. The whole set are admirable, and make one long to be a child again and read them all for the first time.

The Landseer Object Readers. Three vols. (from 9d. to 1s. 3d.) and a supplementary volume, *Landseer's Conversational Object Reader for Infants* (8d.). (G. Philip & Son.)

These volumes contain simple reading lessons on the large coloured wall pictures published by George Philip & Son, reduced facsimiles of which are given. They deal with plants and animals in an interesting manner, and are well illustrated.

The York Readers. Book III. (1s. G. Bell & Sons.)

This is a pretty volume, well illustrated, and well fitted to serve as a reader. The facts on natural objects are particularly well presented, and the grammatical exercises given at the end are good.

Easy Stories from English History. By E. M. WILMOT-BUXTON.
(7 x 5 in., pp. viii, 128; 1s. Methuen.)

A personal presentation of some thirty-five famous personages and events from Caradoc to General Gordon, by the author of "Makers of Europe." The stories are well chosen and well told. For so small a book a capital "bird's-eye view" of the whole course is given.

"The Swan Shakespeare."—(1) *Twelfth Night*. With Notes, &c. by ALFRED L. CANN, B.A., and illustrated by GREVILLE MANTON. (7 1/4 x 5 in., pp. xxiii, 111; 1s.) (2) *Much Ado about Nothing*. With Notes, &c. by ROBERT WILKINSON, M.A., and illustrated by H. A. MILLAR. (Same size, pp. xxx, 126; 1s.) (Longmans.)

These are two volumes of the prettily bound and, on the whole, well illustrated "Swan" edition of Shakespeare's plays. The introductions do not help us much, but the notes are good; they give, however, little more than verbal explanations. But the plays are so well printed and so well bound that we care little for either, and take the plays as they are given us.

- (1) *Selections from Prescott's Conquest of Peru*. Edited by A. S. LAMPREY, B.A. (7¼ × 5 in., pp. 131; 1s. 3d.) (2) *Selections from Prescott's Conquest of Mexico*. Edited by the same (7¼ × 5 in., pp. 148; 1s. 3d.) (3) *Stories from the Northern Sagas*. Selected and Edited by ALBANY F. MAJOR and E. E. SREIGHT. With a Preface by the late Prof. YORK POWELL. (7¼ × 5 in., pp. xx, 284; 2s. 6d. Horace Marshall & Son.)

The first two of the above volumes are edited by Mr. A. S. Lamprey, and give in brief the life and adventures of Pizarro and of Cortés. They are well selected and put together, and are well illustrated. They will serve as admirable reading books. The "Stories from the Northern Sagas" is in its second edition—revised and enlarged. It is excellently selected and illustrated, and forms an admirable introduction to the literature of Scandinavia. It is approved by the late Prof. York Powell, and consists of stories chosen from a great variety of Norse sources. It is picturesque and full of interest, and will serve as an excellent reader for boys and girls—who are not likely to go to sleep over such tales as that of "Grettir the Strong" or "Thronð of Gate."

- "Miniature Series of Great Writers."—(1) *Johnson*. By JOHN DENNIS. (6 × 3¼ in., pp. 85; 1s. net.) (2) *Defoe*. By ALBION WHERRY. (pp. 128.) (3) *De Quincey*. By H. S. SALT. (pp. 112.) (Bell & Sons.)

A capital series of little books on big subjects. There is not room to do more than tell the main facts of the lives of the great writers and to touch very lightly in passing on the criticism of their writings. But the best use is made of the space, such as it is. There is no surplusage in any of them. It is difficult, and perhaps invidious, to make distinctions; but probably Mr. John Dennis's "Johnson" is, on the whole, the best. It is sound and wise in its brief criticisms of the great man. We may add that the little volumes are well illustrated and daintily bound.

- "Nelson's Sixpenny Classics."—(1) *A Tale of Two Cities*. By DICKENS. (2) *Hyppatia*. By KINGSLEY. (6¼ × 4½ in., pp. 384 and 467; 6d. each. Nelson.)

Two little volumes of a new series of popular reprints. They are wonderfully cheap and well bound, and ought to find many readers.

- Practical Nature Study for Schools*. Part I., *Questions for Pupils—a Note-book*. By OSWALD H. LATTER, M.A. (8½ × 6¾ in., pp. 282. Dent.)

This book is intended for pupils from about ten to fourteen years of age. It provides lessons in Nature study so contrived that the work must be done by each individual pupil as the result of direct personal observation. Space is left below each question for the insertion of the answer, and the blank pages may be used for drawings, which must always be made of everything observed, and for summarizing results. Mr. Latter is senior science master at Charterhouse, and knows what he is about. But as practical teachers ourselves we do not like the insertion of answers in the text, nor even the drawings. These had better be done in a separate paper-book, or the volume will speedily become too untidy for use. But this is our only bit of fault-finding. The questions are excellent and cannot be answered without personal observation. There are 877 in all, and many require some careful study before they are answered. An index is provided. The book is a thoroughly good one.

- "Jack's Shilling Scientific Series."—*Local Government*. By PERCY ASHLEY, M.A. (7 × 4¾ in., pp. 190; 1s. net. T. C. & E. C. Jack.)

The aim of this small volume is to provide an elementary sketch of English local government for such as desire to know something about the organization and working of local authorities. It is written by Mr. Percy Ashley, a lecturer at the London School of Economics and Political Science in the University of London, and is well informed and up to date.

- "The Belles-Lettres Series."—*The English Drama*. (1) *A Blot in the Scutcheon, and other Dramas*. By ROBERT BROWNING. Edited by ARLO BATES. (5¾ × 4 in., pp. xxxviii, 305; 2s. 6d. net.) (2) *Robertson's Society and Caste*. Edited by T. EDGAR PEMBERTON. (5¾ × 4 in., pp. xxxv, 251; 2s. 6d. net.) (D. C. Heath & Co.)

(1) In each volume there are a biography and an introduction. In the Browning volume these are supplied by Prof. Arlo Bates, and are admirably done. The plays are "A Blot in the Scutcheon," "Colombe's Birthday," "A Soul's Tragedy," and "In a Balcony." Each play is followed by a brief set of notes, explaining what needs explanation—that and no more. The volume is of a handy size and well printed.

(2) Robertson's plays—"Society" and "Caste"—are introduced by Mr. Pemberton in a pleasant chatty way, which takes us back to Marie Wilton and the little theatre off the Tottenham Court Road—days which seem to have gone by for ever. The hard work, the long waiting, the failure, and then at last the distinguished success—all are hinted at or given. The plays are printed from the best acting editions, and worthily bound.

- "Favourite Classics."—*Tennyson, Poems*. With Introductions by ARTHUR WAUGH. (1) *Early Poems*. (Pp. xii, 116.) (2) *English Idylls*. (Pp. xii, 116.) (3) *Maud, and other Poems*. (Pp. ix, 109.) (6 × 4 in., illustrated; 6d. net each. Heinemann.)

A pretty and well printed little edition, just of the size to slip into one's pocket. Mr. Waugh supplies all that is needed in neat appreciations of the poems in each volume; the texts in each case are the best to hand; and the small books are well printed and prettily bound. Nothing could be better.

- "Favourite Classics."—*The Plays of Sheridan: The School for Scandal*. With an Introduction by EDMUND GOSSE. (6 × 4 in., pp. x, 110, with portrait; 6d. net. Heinemann.)

Mr. Gosse prefixes a capital brief introduction to this play—which play, by the way, its author never corrected for the press. It is printed from the Dublin edition, probably a careless transcript of a rough MS. copy of the play presented by Sheridan to his eldest sister. We must be thankful, however, for the play in any shape.

- "English Literature for Secondary Schools."—*Ballads Old and New*. Parts I. and II. Selected and edited for School use, with Glossary, &c., by H. B. COTTERILL, M.A. (6¾ × 4¾ in.; Part I., pp. x, 122; Part II., pp. ix, 108; 1s. each Part. Macmillan.)

Part I. contains a good selection, chiefly of the older ballads; Part II. contains one chiefly of the more modern poems, ending with Tennyson's poem "The Defence of Lucknow." Both are well treated. The glossary is full so as to avoid the necessity of giving many notes. There is, rightly enough, no reference to philology; but a few hints, questions, and subjects for essays are given, and the names of about half-a-dozen "books that might be helpful" are added. Each volume is intended to include text about sufficient for the work of one term. They are likely to fulfil their object remarkably well.

- Greek Painter's Art*. By IRENE WEIR. (12s. 6d. net. Ginn.)

Greek painting, as such, has almost entirely disappeared. Pliny and Pausanias mention the great artists whose names persisted, and they described such works as remained to their own day. Modern research has proved that the Greeks used strong colours in their architecture and sculpture, while in the Pompeian frescoes and mosaics archaeologists agree to see the vulgarized designs handed down from ancient Greek art. Vase paintings and tinted terra-cottas complete the list of our resources. Miss Weir has produced a very interesting work. She frankly quotes from the best authorities, ancient and modern, and illustrates her remarks with many well printed reproductions from photographs. The book does not profess to discuss the many vexed questions that naturally surround such a subject, but it presents facts and opinions in a very readable manner and more fully than can be expected in a handbook dealing with Greek archaeology as a whole. A valuable bibliography is added.

- "The Popular Library of Art."—*Velasquez*. By AUGUSTE BRÉAL. (2s. and 2s. 6d. net. Duckworth.)

M. Bréal, as might be expected from a French author, waives biographical trivialities to make more of Velasquez's artistry. He succeeds in showing the painter as a wonderful realist, concerned entirely with the problems of light and colour, and in no sense an idealist and dreamer. This is a pleasant little book, illustrated by fifty-one reproductions after photographs, the only notable omission being that masterpiece "Innocent X."

- The Principles of Design*. By G. W. RHEAD. (6s. net. Batsford.)

Mr. Rhead is a well known designer and black-and-white artist. This book bears the impress of an experienced man. Written primarily for art students preparing for the Board of Education examinations, it is yet free from the "crammer's" narrowness. The author elucidates the principles of design by reference to examples, strongly and artistically drawn, but he insists on the student's own study of the natural forms upon which all good design must be based. He is right in pointing out (page 124) that "proportion and spacing are very much a matter of individual feeling and power," and as much might be said for all the phases of design. The value of such a book as this is in directing the student to discover, in good artistic work, those principles which appear to give to it beauty and sanity. Particularly cogent remarks are made on composition of line (page 149), on the value of the straight line (page 150), on spacing (page 121), and on methods of expression (page 151). The book is well written, and the illustrations are strong. Is the derivation of *sagittate* (page 160) correct? And are the structural details on any natural form absolutely symmetrical (page 121)?

MAPS.

From Messrs. George Philip we have *The World, Asia, and British Isles*, in their series of "Large Schoolroom Maps." Each map is 68 × 54 ins.; price, on cloth, rollers, and varnished, 14s. These maps perfectly fulfil the desiderata of the Board of Education Circular. They are "large, clear, and up to date."

From Messrs. Stanford we have the *New Orographical Map of Africa*, compiled under the direction of Mr. Mackinder. It measures 50 × 58 ins., and the price is, mounted on rollers and varnished, 20s.

The special feature of this map is that land and sea are either in monochrome, different levels being shown by tints. In this way it is graphically shown that Africa is a vast promontory rising to an elevation of over two miles above the ocean bed and articulated to Europe and Asia at four points. Names are printed in faint brown, so as not to interfere with the general physical effect. It is a beautiful specimen of cartography.

Messrs. Ruddiman Johnston's *Map of the British Empire* measures 72×63 ins.; price, mounted, 18s. As a companion for books like Dr. Parkin's and Mr. Lidgett's, it is invaluable. Ocean routes, cables, &c., are shown, and, as it is drawn on Mercator's projection, distance, are easily calculated. There is a handbook to accompany the maps price 6d.

"In Memoriam C. G. Gordon."—The Publisher of The Journal has still on hand some bound copies of this volume, price 1s. net, published in 1885. A prize of five guineas had been offered for the best Epitaph on General Gordon, and the volume consists of selected epigrams and lines contributed by Arthur Sidgwick, E. D. A. Morshead, James Rhodes, F. W. Bourdillon, and others. Any subscriber to The Journal enclosing 4d. in postage stamps may receive a copy post free.

BOOKS OF THE MONTH.

Classics.

- T. Macci Plauti Tom. II. Edited by W. M. Lindsay. Clarendon Press (Scriptores Classici), 6s. cloth; 5s. paper.
Augustus, The Life and Times of. By E. S. Shuckburgh. Cheap Edition. Fisher Unwin, 5s. net.
Introduction to Greek Epigraphy. Inscriptions of Attica. By E. S. Roberts and E. A. Gardner. Cambridge University Press, 21s.
Vedic Metre in its Historical Development. By Prof. E. V. Arnold. Cambridge University Press, 12s. net.
Criticism and Elucidations of Catullus. By H. A. J. Munro. Second Edition. G. Bell.
Roman Education. By A. S. Wilkins. Cambridge University Press, 2s. net.

Drawing.

- Elementary Brush-work. Studies by Eliz. C. Yeats. New and Revised Edition. G. Philip, 5s. net.
Oblique and Geometric Projection. By John Watson. Arnold, 3s. 6d.

English.

- Michael Drayton: a Critical Study, with Bibliography. By Oliver Elton. Constable, 6s. net.
Essays on Mediæval Literature. By Prof. W. P. Ker. Macmillan, 5s. net.
Elements of English Grammar. By A. G. West. Enlarged Edition. Cambridge University Press.
The Works of Abraham Cowley. Text edited by A. R. Waller. Cambridge University Press, 4s. 6d. net.
Shelley's Prometheus Unbound: a Study. By J. Macmillan Brown. Whitcombe & Tombs.
Spenser's Faerie Queene, Book I. Edited by C. L. Thomson. Marshall, 1s. 4d.
Andrew Marvell (English Men of Letters). By Augustine Birrell. Macmillan, 2s. net.
Diary of Samuel Pepys. Globe Edition. With Introduction and Notes by G. Gregory Smith. Macmillan, 3s. 6d.
Macaulay's Essay on Sir W. Temple. Edited by G. E. Twentyman. Macmillan, 1s.
Shelley, Poetical Works of. Edited, with Textual Notes, by Thomas Hutchinson. Oxford Edition. Frowde, 3s. 6d.; on India paper, 5s.
Text-book of Précis-Writing. By T. C. Jackson and John Briggs. W. B. Clive, 2s. 6d.

History.

- A First History of England. Part VI., 1689–1820. By C. L. Thomson. Marshall, 2s. 6d.
Mediæval History. By M. A. Howard. Marshall, 2s. 6d.
Illustrative History. Stuart Period. By J. W. B. Adams. Marshall, 2s. 6d.
Alkibiades: a Tale of the Great Athenian War. By C. H. Bromby. Simpkin, Marshall.
Select Documents illustrating Mediæval and Modern History. By Emil Reich. King, 21s. net.

Mathematics.

- The Winchester Arithmetic. By C. Godfrey and G. M. Bell. Teachers' Edition. Cambridge University Press, 6s. net.

- Integral Calculus for Beginners. By Prof. A. Lodge. Bell, 4s. 6d.
Elementary Dynamics. Second Edition. By W. M. Baker. Bell, 4s. 6d.
Key to New School Arithmetic. Part II. By C. Pendlebury. Bell, 8s. 6d. net.
Intermediate Mechanics. By Alfred W. Porter. Murray, 5s.
Higher Mathematics for Students of Chemistry and Physics. By J. W. Mellor. Longmans, 15s. net.
Elementary Algebra. By W. G. Borchardt. Rivingtons, 4s. 6d.
Examples in Arithmetic (with or without Answers). By C. O. Tuckey. Bell, 3s.
The First Book of Euclid's Elements, with a Commentary based upon that of Proclus Diadochus. By W. B. Frankland. Cambridge University Press, 6s. net.
Four-figure Tables and Constants. By William Hall. Cambridge University Press, 3s. net.
Cubic Surfaces. By W. H. Blythe. Cambridge University Press, 4s. net.
Graphic Algebra. By J. Lightfoot. Ralph, Holland, 1s.

Miscellaneous.

- The Sunday School Hymnary. Words and Music edited by Carey Bonner. Paper, 2s. 6d.; cloth boards, 4s.
The Magic Hook and other Plays for Children. By Marian L. Thomson. 1s.
Psychology for Music Teachers. By Henry Fisher. Curwen, 3s.
Round the Empire. By Dr. G. N. Parkin. New and Revised Edition. Cassell, 1s. 6d.
Elementary Arabic: a Grammar. By F. Du Pré Thornton and R. A. Nicholson. Cambridge University Press, 6s. net.
Erasmus, Enchiridion Militis Christiani. Methuen, 3s. 6d. net.
Woodwork. By S. Barter. Fourth Edition, Revised. Whittaker, 6s.
Tekel. By F. J. Adkins. Sonnenschein, 3s. 6d.
Quiet Hours with Nature. By Mrs. Brightwen. Fisher Unwin, 2s.
Ethics and Moral Science. By L. Lévy-Bruhl. Translated by Elizabeth Lee. Constable, 6s. net.
Methuen's Books on Business: Civil Engineering. By T. Claxton Fidler. 2s. 6d. net.

Modern Languages.

- German Reader, Writer, and Grammar. By H. G. Spearing. Clarendon Press, 3s.
De Fivas, Grammaire des Grammaires. Fifty seventh Edition, Revised and Enlarged. Crosby Lockwood, 2s. 6d.
Ma première Visite à Paris. Par A. E. C. With 26 Illustrations. Clarendon Press, 1s. 6d.
L'Anniversaire de Blanche. Scènes Infantines. By Clémence Saunois. Blackie, 1s.
Anecdotes Faciles et Poésies. By D. O. Super. Heath, 1s.
Gedichte zum Auswendiglernen. Selected by W. P. Chalmers. Harrap, 1s. 6d.

Science.

- Origin and Influence of the Thoroughbred Horse, with numerous Illustrations. By Prof. W. Ridgeway. Cambridge University Press, 12s. 6d. net.
Science in the School, with Teaching Hints. By W. J. Gibson. Pillams & Wilson, 1s. 6d. net.
Elementary Chemistry, Progressive Lessons in Experiment and Theory. Part I. By F. R. L. Wilson and G. W. Hedley. Clarendon Press, 3s.

UNIVERSITIES AND SCHOOLS.

LONDON.

There seems to be reason at last to believe that the long-hoped-for stream of private munificence towards our University has begun to flow, and all lovers of learning and of London will trust that the stream of benefactions will soon attain a lordly volume. The occasion of this pious expression of hope is the munificent gift by Mr. E. G. Bawden, of £16,000 to London University for completing the incorporation of University College with the University. The donor is a bachelor (not, we believe, of Arts) and a retired London stockbroker. Other bachelors and stockbrokers please copy.

Convocation has reason to congratulate itself that its Chairman, Sir E. Busk, has been elected Vice-Chancellor for the current year.

Sir J. Wolfe-Barry has resigned his membership of the Council for External Students. The Goldsmiths' Company have expressed their willingness to bear the expense of building a gallery and erecting additional bookcases in the room which contains the Library of Economic Literature collected by Prof. Foxwell, and presented to the

University by the Company two years ago. Mr. Reginald A. Rye has been appointed Assistant Librarian. Would-be readers must still possess their souls in patience, and hope that the use of the reading room and general library will be available in their time.

Amended regulations in the Faculty of Economics have been approved for external students in 1907 and following years. The curricula and schemes of examination for internal students were correspondingly amended, the change coming into operation at once.

The Jessel Studentship of £50 has been awarded to Miss Winifred Gibson, B.Sc. Miss Mary R. Boyd and Miss Haywood, both internal students of University College, presented for the M.A. degree theses respectively on "Three Manuscripts of Renaud de Montauban" and on "The Platonic Psychology in its bearing on the Development of Will." There should be some means of publishing interesting essays by students of the University for the benefit of their fellow-students and graduates. A charming book on "Spanish Influence on English Literature" has just been published: it is specially interesting as being Mr. Martin Hume's London University Extension Lectures on that subject revised and rearranged. Apart from Dr. Reich's lectures, it is not easy to recall similar instances of publication of Extension lectures, though several lecturers have published Extension manuals.

The Summer Meeting of Extension students at Oxford attracted upwards of a thousand students, of whom no less than 256 were foreigners—the goodly number of 87 forming the German contingent, 49 hailing from the United States, and 35 from our friends across the Channel. Add to this that there were representatives from Russia (8), Austria, Belgium, Switzerland, Spain, Holland, and Scandinavia, and it is easily seen that British Extension work has its international side. The two parts of the Meeting extended through the month, and the lectures (1) illustrated the history, literature, and art of the period of the Renaissance and the Reformation; and (2) dealt with natural science and economics. The Meeting is to be at Cambridge next year, when "The Seventeenth Century and the Puritan Movement" is to be studied; and in 1907 Oxford will again be the rallying-ground, and the "Eighteenth Century" will be treated.

A full and well arranged set of lectures will be inaugurated throughout the London district about the first week of this month, when the new session of Extension lectures begins.

The Senate has decided to establish a Chair of Protozoology, which will be maintained by the sum of £700 a year offered by the Secretary for the Colonies for five years, and by a further sum of £200 a year for cost of assistants and laboratory.

A Committee, consisting of the Chancellor, Vice-Chancellor, and Chairman of Convocation, Sir William Collins, Dr. Gregory Foster, Dr. Headlam, Mr. Mackinder, Lord Reay, Sir Owen Roberts, Sir Albert Rollit, and Mr. Sidney Webb, has been appointed to consider and report upon the organization of commercial education in the University.

Mr. Edgar Schuster, the Francis Galton Research Fellow in National Eugenics, has presented a report containing a preliminary account of inquiries which have been made into the inheritance of diseases, and especially of feeble-mindedness, deaf-mutism, and phthisis.

Arrangements have been concluded with Mr. John Murray for the publication of a work on "Noteworthy Families in Modern Science," written by Mr. Francis Galton in conjunction with Mr. Schuster. This is to appear as Vol. I. of the publications of the Eugenics Record Office, and will contain accounts of the families of some fifty Fellows of the Royal Society.

Miss Ethel M. Elderton has been appointed Secretary to the Eugenics Record Office.

Under the will of the late Dr. Nathaniel Rogers, the Senate offer a prize of £100, open for competition to all members of the medical profession in the United Kingdom, for an essay on "The Physiology and Pathology of the Pancreas."

The price of Vol. III. of the *University Calendar* will in future be 2s. 6d. per copy, post free, instead of 5s. 5d.

The progress of the new world-language Esperanto is most interesting. It has been seriously proposed to teach it in schools, and we are waiting to see whether the authorities of our up-to-date University will recognize it officially. *A propos* of this question, more encouragement might be given to the study in the University of the Spanish literature and language, which seems to lend many of its good points to the new language.

UNIVERSITY COLLEGE, LONDON.

The session of the Faculties of Arts and Laws (including Economics) and of Science (including Engineering) will open on Tuesday, October 3. The following public introductory lectures will be given:—Wednesday, October 4, at 9 a.m., Prof. Sir William Ramsay, K.C.B., Ph.D., F.R.S., on "Some Advances in Chemistry"; and at 5 p.m., Prof. L. M. Brandin, L.-ès-Lettres, Ph.D., on "La Critique Littéraire au XIX^e Siècle." Thursday, October 5, at 4.30 p.m., Prof. L. W. Lyde, M.A., F.R.G.S., on "The Teaching of Geography to Children." These lectures are open to the public without payment or ticket.

During the Long Vacation important extensions have been made in the Physics Department, which will make the accommodation for practical work for junior, senior, and research students more extensive. The Physics Theatre has been enlarged and reseat. Two new rooms for practical work have been added to the Chemistry Department. By the aid of a grant from the Drapers' Company, a transit house has been built in the grounds, so as to render the facilities for astronomical work more complete.

There have been important developments in the work of the Engineering School since last year. The three years' course for students qualifying for the diploma or for the degree in Engineering has now been fully organized. In connexion with the Department of Civil Engineering and Surveying, an important new departure has been taken in the form of enlisting the services of eminent engineers in practice for special courses. For instance, Mr. H. Deans, M.Inst.C.E., is to give a course in Railway Engineering, and Mr. A. T. Walmisley, M.Inst.C.E., in Waterways, Roads, Street Paving, and Tramways. By this means, the teaching of the School will be brought into direct touch with present-day practice.

The work of the Architectural Department, under Prof. Simpson, is being specially developed. The courses for the three years' training are now completed. At the opening of the session two new studios will be provided for junior and senior students, and also smaller studios for more advanced students doing special work.

With the help of the Carpenters' Company arrangements have been made for a series of demonstrations on the working of materials and their construction to be held at the Company's Trades Technical School, Great Titchfield Street. This will bring the lectures into close association with practice, and will save the necessity of duplicating a museum of materials and structures. It is in every way a satisfactory example of co-operation between the Carpenters' Company and the University authorities.

In connexion with the Slade School of Fine Art the following special courses will be given during the Michaelmas term:—A course on Sculpture, Medieval, Renaissance, and Modern, by Mr. D. S. MacColl, beginning on October 27, at 4.30; and a course on the Physics and Chemistry of Colours, by Prof. Sir William Ramsay, beginning on October 19, at 4.30.

By the allocation of £16,000 from the Bawden Fund to the Fund for Advanced University Education and Research, the sum of £200,000 necessary to complete the incorporation of the College in the University has been obtained. In order to complete the funds appealed for in May, 1903, a sum of £700,000 is still wanting for buildings and equipment.

MANCHESTER.

The Special Committee appointed by the Manchester Education

Committee to consider the question of provision of meals for underfed children at the elementary schools have presented their report, and, after some

discussion, the report has been adopted. It has not, however, been favourably received by the public nor by the Boards of Guardians. After recording the work done in this direction in the past by voluntary effort, the report proceeds to recommend that in future twelve centres should be opened by the Boards of Guardians, at which meals may be supplied to needy children. Now that the duty of feeding the children devolves upon the Guardians, the Education Committee do not see their way to allow the meals to be served in the schools by the teachers, as has hitherto been the case. They are ready, however, to assist the Guardians in investigating cases, notifying parents, and collecting the contributions of the latter. It is felt in some quarters that, now that the cost of the meals will be borne by the Guardians, the Education Committee might have continued to allow the use of the schools. According to the new scheme, the Guardians point out (1) that it will be necessary for them to erect special buildings for the purpose; (2) that the stigma of pauperism will be much more in evidence than has hitherto been the case. The separate Boards have therefore deferred action till they have had an opportunity of meeting in general conference. According to an estimate based on previous experience, 10 per cent. of the 59,000 children attending school in the selected area would require relief.

The following appointments are announced in connexion with the Municipal School of Technology:—Mr. Ernest Classen, M.A., to be Lecturer in English, Mr. Wm. Leicester to be Lecturer in Building Construction, and Mr. T. C. Joyce Demonstrator in Physics.

The new Calendar of the School of Technology opens with a reference to the recently instituted Faculty of Technology at the University, in which it is pointed out that students of the School of Technology may now qualify for the degrees of Bachelor and Master of Technical Science. Courses in two new subjects are announced—viz., Motor Engineering and Descriptive Astronomy and Meteorology. It is hoped that the institution of the second will lead to the observatory being more generally used.

Faculty of Education. At the University some readjustment of the work in the Department of Education has been rendered necessary by the fact that Prof. Sadler will be unable to lecture this session. The appointment of Miss Barbara Foxley as assistant lecturer for one year will be a valuable addition to the staff. Miss Foxley has been for the past twelve years Head Mistress of Queen Mary's College, Walsall, and has had valuable experience in the training of pupil-teachers. There are so far four men students reading for the diploma. No appointment has yet been made to the post rendered vacant by the acceptance by Miss Dodd of the Principalship of the Cherwell Hall Training College, Oxford.

The Museum. The report of the Museum Committee shows that that institution is still hampered for want of funds. Special attention is directed to the additional accommodation required to adequately house the valuable herbaria recently presented to the Museum, as well as the unique collection of antiquities from Egypt. Prof. Flinders Petrie is to lecture on October 2 on "The Egyptians in Sinai." Among other courses announced mention may be made of a course of three lectures on "The Flora of Africa" by Prof. Weiss, who is at present with the British Association in that continent.

Preparatory School. The new Preparatory School to the Grammar School in North Manchester, of which Mr. A. W. Dennis, M.A., is the Head Master, has commenced its first term with about forty boys. The staff includes Mr. E. G. V. Knox, B.A., late scholar of Corpus Christi College, Oxford; Mr. Rees, B.A., of University College, Aberystwyth; and, for the junior school, Miss E. K. Fisher, of the Maria Grey Training College.

Girls' High School. At the High School for Girls the numbers have risen to 462. As was pointed out by Prof. Lamb, on the Prize Day in July, the numbers have now reached the limit allowed by the present accommodation, and the governors will have to consider whether they will enlarge the buildings or raise the standard of the entrance examination. In the Matriculation Examination of the Victoria University last July twenty-two pupils passed out of twenty-eight, and two scholarships, each of £60 for three years, have been awarded to pupils of the school by the Education Committees of Lancashire and Manchester respectively.

Child Study. The syllabus of the Child Study Association for the coming session has been issued. It is significant that the first two meetings of the society are to be devoted to the consideration of the education of children from three to five years of age. On October 6 the discussion is to be opened by Miss M. A. Wroe, Principal of the Manchester Kindergarten College, who has written very strongly against the exclusion of infants from the schools.

The Blind. At the monthly meeting of the Lancashire Education Committee, in the course of a discussion on the scholarships offered by the Committee, the interesting fact came out that the only scholarship of £60 tenable for three years offered for music had been won by a blind boy who was an inmate of Hensham's Blind Asylum. Another pupil of this institution had also taken one of the five music scholarships of £15.

WALES.

Welsh Education Council. The Executive Committee of the Welsh National Council have recently displayed such marked activity that it is evident that they are determined to see their draft scheme adopted throughout the Principality and that without much further delay. As the support of every County Council is necessary before the scheme can become operative, or, at all events, before the ideas of its chief promoters may be regarded as realized, considerable pressure has recently been brought to bear upon the three recalcitrant counties of Carmarthen, Pembroke, and Cardigan. These counties appear to have withheld their official sanction on account of the inadequate representation which was assigned to them in the draft. Several of the smaller counties, and especially the agricultural counties, were also reluctant to fall into line for the very same reason. In fact, Glamorganshire and Monmouthshire, on the principle of representation adopted, viz., one member for every 50,000 population, will have a majority of one over the other counties combined. These counties, therefore, will be in a position to exercise a preponderating influence on the new body, and, if they so choose, even to direct the educational policy of the whole Principality. Cardiganshire and Pembrokeshire have already given way before the charm of Mr. Lloyd-George's eloquence, but Carmarthenshire has been more difficult to convince, and as yet is showing fight. The probability, however, is that before long all the County Councils will agree to the scheme, and that the control of primary education in Wales will be partially vested in this Education Council. The main functions exercised by it will be those of inspection of schools and the provision of facilities for the training of teachers.

Now it is rather remarkable that a body which is destined to have such a far-reaching effect on Welsh education during the present

generation has hitherto been received with so little real enthusiasm, and especially by educationists. This is partly due to their dissatisfaction with its proposed constitution, and partly to the suspicion that its promoters do not intend that it shall ultimately confine its activities to purely educational work. Some remarks of Mr. Lloyd-George would seem to give colour to this idea. Thus, at Carmarthen we were told that "this was the first successful attempt to realize the idea of those who wanted autonomy. When once that was set up there was no knowing what limit they might have if it should prove a success. They would eventually get the Local Government Board, the Home Office, and the Board of Trade to delegate powers." In effect, the new Education Council is not only designed for the immediate purpose of controlling Welsh education, but is also meant to constitute the germ of a system of Home Rule for Wales. This statement also goes very far to explain the strong disinclination of many of its most prominent supporters to recognize the principle of co-operation in any shape or form. Co-opted members would not fit into the constitution of a Welsh Parliament.

In the speech just referred to, the Central Welsh Board was treated to a somewhat unfair criticism. "Although it was not strictly anti-national, it had not developed education on truly Welsh lines," it is said. No one, however, who has taken the trouble of ascertaining facts or who has made a genuine study of the progress of secondary education in Wales during the past ten years will be disposed to attach the slightest importance to this amazing charge; for, if there is any section of its work on which the Central Welsh Board and its Chief Inspector can be specially complimented, it is on their efforts to develop the scientific study of the Welsh language, literature, and history in the intermediate schools. In their reports, in their schedules, and in interviews with governing bodies, the greatest stress has invariably been laid on the proper recognition of Welsh in the curriculum—in fact, no other institution appears to have done more for the uplifting of the Welsh language in the Principality in recent years. It is therefore most difficult to understand why such a charge should have been formulated, except on the assumption that the extent of the efforts of the Board on behalf of Welsh was not properly realized. In the interests of this new Council, there has undoubtedly been a disposition lately to indulge in an indefinite kind of criticism of the Central Welsh Board by persons who, if questioned, could not give the most elementary account of its work and functions; and they can therefore be ignored. But any statement which is made by Mr. Lloyd-George must be taken into serious consideration and discussed.

Deadlock in Montgomeryshire. The education war has taken such a truly remarkable turn in Montgomeryshire—one of the two Welsh counties in default—that it is not very easy to give a concise account of the actual situation. At the last meeting of the Education Committee there was a proposal that the claims and salaries of the non-provided schools, to the extent of £2,735. 8s. 4d., should be paid. After a somewhat prolonged discussion this was rejected by a large majority. Subsequently, on the clerk making a formal announcement that the Board of Education had paid the salaries in fifty-eight out of the sixty-two schools out of grants, the chairman declared the intention of all the Liberal members of the Education Committee to withdraw, and thus throw the whole responsibility for the administration of elementary education on the Conservative members. The position is further complicated owing to the fact that these members are just sufficient to constitute a quorum of the Committee, so that they are empowered to exercise all the usual functions of an Education Committee. But, in order that their freedom of action may be effectually combated, the County Council, on which the Liberals have a commanding majority, resolved immediately to rescind a former resolution delegating its powers to its Education Committee: consequently every resolution must, in future, obtain the express sanction of the County Council before it has any validity. Further, at the same meeting, the Council depleted its education fund by paying the cost of maintenance of the provided schools; so that no monies were left with which the claims for £2,735 from the non-provided schools could be met. It was also resolved that no additional county rate for education should be levied. As the result of these very complex manoeuvres, it appears clear: (1) that the non-provided schools are £2,735 in arrears; (2) that the provided schools are on the same footing as the non-provided schools, and can therefore demand maintenance from the Board of Education, and will become chargeable to the Defaulting Authorities Act Fund. It is estimated that the monies necessary to meet all liabilities for the schools (provided and non-provided) at Christmas will amount to £9,000 odd. A sum of about £6,000 in grants is expected, which leaves a deficit of £3,000. But, as the County Council has refused to levy a rate, there are no funds on which the Board of Education can lay their hands, and at the present time it is by no means clear how it will be met. The further development of this very extraordinary state of things will be watched with much interest and anxiety throughout Welsh educational circles.

In Glamorganshire it has been resolved to obtain the opinion of

(Continued on page 688.)

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counsel on the "so-called" decisions of the Board of Education, both in relation to the up-keep of the fabric of the non-provided schools, and in regard to the notices served to provide for new school accommodation. Whether we shall really see the Board of Education forced to defend its decisions in the law courts or not, it is clear that the county is in a pugnacious mood.

Mr. W. C. Cox, M.A., the second assistant master, has been appointed to the Head Mastership of Aberdare Intermediate School in succession to Mr. W.

Appointments.

Jenkyn Thomas, M.A. This is the fifth instance of a second master being promoted to the head mastership of his own school. Moreover, it is somewhat curious that in four cases the new Head Master should be an Englishman, and the old a Welshman.

The Chief Inspector's Gold Medal has been awarded to P. J. Leonard, of Newport Intermediate School, for higher mathematics. Jesus College, Oxford, has this year awarded the £80 scholarship to H. E. Jones, of Towyn County School, for the excellence of his work in science at the Honours Certificate Examination of the Central Welsh Board.

About 45 per cent. of the parents of children attending the elementary schools of Cardiff have declared in favour of the

Welsh in Cardiff.

teaching of Welsh in the schools—a result which has given great satisfaction to the advocates of the teaching of Welsh. In 1901 the census yielded a similar result, but the attempts of the old School Board to act upon it do not seem to have been very successful, and it will be very interesting to see whether the new Education Authority will fare any better. If the town does really believe in the value and importance of a knowledge of the Welsh language, the difficulties in the way of making proper provision for its teaching should not be insurmountable. Another failure will go far to diminish Cardiff's claim to be considered the metropolis of Wales.

The Cardiff higher-grade schools have recently been converted into municipal secondary schools, and will earn grants in accordance with the regulations of the Board of Education. The Swansea Education Authority also proposes to discontinue its higher elementary schools and to establish municipal secondary schools; but it is understood that the Swansea scheme has not as yet been sanctioned by the Board of Education. As the fees charged at these new schools are much lower than those fixed at the intermediate schools established in the two towns, it will be interesting to watch whether the latter will suffer any injury from the competition that is bound to be set up.

SCOTLAND.

As a result of the operations of the Carnegie Trust, some changes have been made in the amount of the fees payable for classes which qualify for graduation. Some time ago an arrangement was made by which the fees for each class in any University were made the same as those for the corresponding class in the other Universities. The fees were, in short, levelled up to the highest fees that were being charged at the time. In all the Universities, however, the fees in the Faculty of Arts remained lower than those in the Faculty of Medicine. It is understood that Edinburgh University intends at an early date to raise the fees in the Faculty of Arts, and the St. Andrews University Court at a recent meeting resolved to communicate with the other Universities, suggesting that the fees of classes qualifying for graduation in Arts should be raised to £4. 4s. per session (the present fee being £3. 3s.), and that this fee should be held as covering admission to all supplementary classes related to the subject. This last provision is intended to meet the difficulty that has arisen owing to the action of one University, at least, which has turned some tutorial and other classes, for which formerly no fee was paid, into classes for which fees are required, with the result that more money from the Carnegie Trust comes into its coffers. One consequence of the proposed change will inevitably be an increase in the number of students who become beneficiaries of the Trust.

Mr. Carnegie is to be installed, for a second term, as Rector of St. Andrews University on October 17. In connexion with the installation, honorary degrees will be conferred on a number of distinguished people, including Mr. Whitelaw Reid, the American Ambassador; Mr. Charlemagne Tower, the American Ambassador to Germany; Bishop Potter, of New York; Mr. Nicholas Murray Butler, President of Columbia University; Mr. W. J. Holland, Director of the Carnegie Museum, Pittsburgh; and Emeritus Professor David Masson.

The quatercentenary of George Buchanan is to be celebrated at St. Andrews University on Friday, April 6, 1906.

Most of the new class-rooms and laboratories which are being erected at St. Andrews University are expected to be ready for use by the beginning of the winter session. Steps are also being taken for the institution of a School of Agriculture at St. Andrews University.

On the recommendation of Prof. J. A. Ewing, F.R.S., Director of Naval Education, Mr. James Blacklock Henderson, D.Sc., of Glasgow University, has been appointed Professor of Applied Mechanics in the

Royal Naval College, Greenwich. Mr. Henderson has for some years done excellent work as Lecturer in Electrical Engineering at Glasgow University.

Mr. Harold G. D. Turnbull, B.A., assistant to the Professor of Humanity in Aberdeen University, has been appointed Professor of English Literature at the Deccan College, Poona, India.

The Scotch Education Department has issued a minute providing for the distribution of part of the last equivalent grant, the grant made in connexion with the English Education Act of 1902. Had this year's Scotch Education Bill passed, this money (which by the end of the present year will amount to about £211,000) would have gone to a general fund, the first payments out of which would have been made in aid of capital expenditure (on buildings, &c.) in connexion with the training of teachers and also in connexion with advanced technical instruction at central institutions. The Department has resolved to apply a portion of the money to these purposes, and applications for grants under the minute should be lodged before March 1, 1906. Assistance is also to be given from this source in providing initial equipment for giving industrial training to boys and girls resident in the island of Lewis and other parts of the "congested districts" of Scotland. The loss of the Education Bill has limited the amount of money available for higher education in Scotland; but it is fortunate that the work of the new Committees for the Training of Teachers (which are at present being elected in the various University districts) is not to be unduly hampered by lack of funds.

IRELAND.

The results of the Intermediate Examination held last June were published early in September. In the Pass List the names of the students and of their schools were omitted, only the examination numbers being given.

The Intermediate Examinations. In the list of honours and prizes, for the first time for four years these names were given. The total number examined was the largest on record—9,677, that is, 7,018 boys and 2,659 girls. Of the boys, 4,929, or 70·2 per cent., passed. Of the girls, 1,727, or 64·7 per cent., passed. It is remarkable how small is the proportion of students passing with honours: out of the 4,929 boys who passed, only 737 passed with honours; and, out of the 1,721 girls who passed, only 245 passed with honours. This indicates either a deliberate relaxation of effort, which may be desirable as lessening over-pressure, or, on the other hand, unfit methods of examinations (which undoubtedly are to be found in many subjects) or inefficient teaching. In the Junior Grade, only about 10 per cent. of the boys and 8 per cent. of the girls passed with honours. In the Senior and Middle Grades the proportion of students who passed, and also of those who passed with honours, is much higher, showing that these are picked candidates, and, indeed, few enter for the Senior Grade except probable exhibitioners. It is an illustration of the want of co-ordination in Irish education that the Senior Grade examination is much more advanced and exacting than the examinations for entrance and exhibitions in either University.

After four years' absence of publicity, the remarkable feature in the Prize List is the brilliant successes of the Roman Catholic schools, especially in certain subjects. In the Senior Grade (boys), in the classical group, the Protestant schools win ten and the Roman Catholic seven exhibitions; in the modern literary course the Protestant schools win one and the Roman Catholic schools eight exhibitions, in mathematics the Protestant schools win eight and the Roman Catholic five exhibitions; in experimental science the Protestant win five and the Roman Catholic schools twelve exhibitions. In the Middle Grade the Roman Catholic schools win seven out of nine exhibitions in classics and five out of six exhibitions in modern literature; in mathematics the Protestant schools win eleven out of fifteen exhibitions, but in experimental science all the ten exhibitions go to Roman Catholic schools. In the Junior Grade, in classics, the Roman Catholic schools take eighteen out of twenty-five exhibitions, and in modern literature thirty-six out of thirty-seven exhibitions; in mathematics the Protestant schools are in advance, winning eight out of eleven exhibitions; but in experimental science, of the forty-six exhibitions awarded, the Roman Catholic schools win thirty-four. The Christian Brothers' schools alone have won seventy-three exhibitions, or more than one-third of the total number awarded.

Among the girls it is regrettable to observe that in the Senior Grade no exhibitions were awarded in either classics or mathematics, nor in the Middle Grade in classics or experimental science. In the Junior Grade no exhibition was given in classics. Notwithstanding the great improvement that has taken place in girls' education in Ireland during the last twenty-five years, it has not yet attained the steady attention to solid subjects that is to be found in boys' schools. The best advance in this direction is to be found in mathematics and physical science. The success of the Roman Catholic schools is even more remarkable among the girls. They take ten out of the eleven exhibitions awarded in the Senior Grade, ten out of thirteen in the Middle Grade, and twenty-seven out of forty-four in the Junior Grade.

In estimating the successes of the Roman Catholic schools we should

(Continued on page 690.)

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of course have to determine the larger numbers of students sent in by them, and also the fact that in a large number of such schools the managers have means of discovering clever children in the primary schools with which they are connected, and of offering them preparation for the Intermediate courses.

Notwithstanding the various changes that have been introduced, the character and results of the whole system remain practically the same. It is still a system of "grinding" for a big annual examination, with the money incentive of prizes and result fees. The condemnation of such a system stands recorded in the type of men and women it has turned out during the last twenty years in the middle classes, and the absence of progress in the country in directions where progress depends upon intelligence and active initiative.

The Bishops have lately announced their scheme of scholarships.

University Scholarships for Roman Catholics.

They have guaranteed a sum of £1,000 a year for two years, and appeal to the public to contribute additional funds, or to found local and special scholarships. Monsignor Molloy has offered £100 on condition of nine others giving a like amount before November 1, and five contributors had responded to this suggestion early in September. An influential committee, composed chiefly of laymen, has been formed to manage the scheme. At least twelve scholarships of £50 or £25 each, tenable for three years, by boys in University College, and by girls in St. Mary's or Loreto Convent, will be awarded in October. They will be open to candidates who have passed the Senior Grade Intermediate and matriculated in the Royal University in 1905. They will be awarded on the Intermediate results, and the holder must take a certain number of Honours in his University course. If he win money prizes in the University, the money value of his scholarship will be diminished by one-half the value of such prizes. The Archbishop of Dublin has founded two special scholarships (£50 a year each for three years) for boys in the Christian Brothers' schools. Clongowes Wood College has founded three scholarships (£40 a year each for three years) for boys from that school.

Sir Donald Currie, who is a native of Belfast, has offered £20,000 toward the better equipment of Queen's College, Belfast, provided a similar sum shall be contributed before Christmas. Considerable sums have already been given towards the improvement of the College by Belfast people, and an urgent appeal is now being made to past students and other Irishmen, at home and abroad, to render Sir Donald Currie's offer available.

Mr. Gregory Smith has been appointed to the Chair of Modern History and English Literature in Belfast. Mr. Smith took a distinguished degree in History in Oxford, and has been since assisting Prof. Saintsbury in Scotland.

The total number of degrees that have been conferred on women by Trinity College, Dublin, from June, 1904, to July, 1905, inclusive, is 304. Of these, six are *honoris causa*—three Litt.D. and three LL.D. One, Miss Jillett's, is the first ordinary degree conferred. The remainder are *ad eundem* degrees applied for by women from Oxford and Cambridge, that is, D.Sc. 3, LL.D. 1, M.B. 1, Mus.Bac. 1, M.A. 151, and B.A. 240. The number of women undergraduates on the College books (not including the entrances this autumn) is 59. The Board have now sanctioned the formation of debating societies and athletic clubs for the women students in Trinity College, Mrs. Traill, the wife of the Provost, being the President. Special rooms in No. 6, T.C.D., have been given for the purpose.

The Department for the Training of Teachers will open in October, several students having early in September already enrolled their names. Miss Ethel Cunningham, B.A., of Bedford College, has been appointed Mistress of Method. She gave an interesting series of four public lectures in Alexandra College in the latter part of September on "Psychology in relation to Teaching."

The authorities of Dublin University have issued a programme of study for a diploma for proficiency in economics and the higher branches of commercial knowledge, which will be granted as the result of an examination to be held annually in October, commencing in 1906. The diploma will be awarded to any student who shall pass an elementary course in the following five "obligatory subjects," viz.,

(1) economics, descriptive and theoretical; (2) economic and commercial history; (3) commercial geography; (4) accountancy and business methods; (5) commercial and industrial law. In addition, the course prescribes three groups of "optional subjects." A candidate may present one subject out of each group, and, if he succeed, such optional subjects will be further specified on the diploma, exceptional excellence in any subject being also indicated. These three groups of optional subjects are: (A) Modern Languages, viz., either French, German, or Spanish; (B) Economic Subjects, viz., (1) money and monetary systems, (2) foreign trade, (3) taxation, (4) combinations in trade and industry (e.g., trusts with similar organization for monopoly

and trade unionism); (C) Special Business Organization, viz., (1) banking and credit institutions, (2) railway and transport agencies, (3) insurance, or (4) agriculture.

This recognition of commerce by the University is further evidence of the reforming influences which have become active under Dr. Traill's Provostship. The programme is probably a tentative one. By the outside public the scheme seems to be received with qualified approbation. Business men who are concerned for commercial education, such as those who direct the Institute of Bankers in Ireland, the Insurance Institute of Ireland, or the Rathmines School of Commerce, are glad to welcome any recognition by the University of higher commercial education. But this diploma project is criticized as being inadequate for present-day requirements. What is wanted is a Faculty of Commerce, giving at Dublin instruction as well as examination, such as is in operation at Manchester and Birmingham.

SCHOOLS.

BRAMLEY, ST. CATHERINE'S SCHOOL.—Three candidates were entered for Group H of the Cambridge Higher Local Examination held in June. D. Blake obtained First Class Honours with Distinction in Constitutional History, and L. Mason and Kathleen Barker each Second Class Honours.

BUCKS, WYCOMBE ABBEY SCHOOL.—Eleven full Certificates and one completed Certificate were gained at the Oxford and Cambridge Higher Certificate Examination this year. N. S. MacIlwaine and A. L. Lloyd Williams obtained Distinction in French and C. M. V. Bock in German. Nine girls passed the Oral Examination in French.

CHELtenham LADIES' COLLEGE.—In the Intermediate Examination of the University of London the following pupils passed in Arts:—M. M. Arnold, E. M. Cullis, G. R. Fitz-Gibbon, A. I. Pearson, A. B. L. Priest, C. B. Spence; Logic only (to qualify for B.A.), M. K. Burt, D. Lloyd; and the following in Science:—H. Adam, D. M. Barker, M. M. Barker, M. L. Batty, J. G. M. Blumer, T. Bosanquet, M. H. Douglas-Hamilton, G. M. Evans, M. W. Johnson, E. M. Terrell; Geology only (to qualify for B.Sc.), *M. B. Elwes. In the Teachers' Examination 7 passed in Class I. in Practice, 4 in Class II. All passed also in Theory. In the Higher Local in Group A (Literature) 11 passed in Class I., 10 in Class II. There were 22 Distinctions in this subject. In Group B (Languages) 2 passed in Class II., and there were 2 Distinctions in French *à la fois*. In Group H (History) 5 were in Class I., 6 in Class II. There were 8 Distinctions in this subject. One pupil passed in Class I. in Mathematics and 1 in Geography, with 2 Distinctions. Four passed in Class II. in Group D (Logic and the History of Education). There was a total of 35 Distinctions and half the Lowman Memorial Prize. At the University of Oxford 2 students of St. Hilda's Hall passed the Final Honour School of Modern History—A. M. Chambers (Hay Scholar) in Class I., E. Finlay in Class II. A former student, G. Scott, also passed in Class II. The Mary Talbot Scholarship at Lady Margaret Hall was gained by A. C. Heath, and an exhibition at Somerville College by V. Tryce Burton. In the Senior Local 61 passed, 30 taking Honours—1 in Class I., 6 in Class II., 23 in Class III. Three qualified for admission to the Honours Examination for Women in Modern Languages, University Examination of B.A., &c.; 5 were excused French and 1 German as additional subjects in Responses; 2 were distinguished in Religious Knowledge, 1 in History, 3 in English Literature, 1 in Greek, 2 in French, 1 in German, and 3 in Botany. From the Ladies' College School, Cambray, 3 Seniors passed, 2 taking Honours in Class III.; 1 was distinguished in English Literature. Three Juniors passed. In the University of Paris a former pupil, E. Nissolle, was second in order of merit in the Concours d'Aggrégation; T. Pellison was second and M. de Bonnefoy was tenth in the Concours pour le Certificat d'Aptitude pour l'Enseignement de la Langue anglaise dans les Lycées et Collèges de France.

ETON.—Dr. Warre left at the end of the summer term, almost the last public function at which he was present being the laying of the foundation-stone of the new Memorial Hall by the Princess Alexander of Teck. It is impossible to give adequate expression to the feelings of respect and affection shared by all who were brought into contact with him, but tangible evidence of how widespread these feelings were is shown by the fact that Old Etonians subscribed a large sum for the purpose, amongst others, of having his portrait painted, that the masters have subscribed for a bronze bust of him to be put in the new hall, that the boys presented him with a handsome silver vase, and that his old pupils gave him a motor-car. The Lower Master—whose departure was almost as much regretted as that of the Head Master by masters and boys alike—Mr. White-Thomson, Mr. G. W. Young, and Mr. Harrison have also left us, and Mr. Allcock has given up his house. Mr. C. M. Wells and Mr. A. B. Ramsay have succeeded to houses; and Mr. Bevan (formerly at Sherborne School), Mr. Adie, Mr. Butler, and Mr. Lock, all of them Cambridge men, have filled up the vacancies on the staff. Canon Lyttelton is, of course, the new Head Master, and Mr. Rawlins, who will, however, continue to teach the Second Division in the school, is the new Lower Master and super-

(Continued on page 692.)

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vises the Lower School and Lower Chapel. In the Certificate Examination last summer 38 Certificates were secured; and 12 Distinctions in Latin, 4 in Greek, 3 in French, 13 in History, 3 in Scripture, 4 in Mathematics, 2 in English, and 2 in Science. Knox secured Distinction in no less than five subjects.

LONDONDERRY, STRAND HOUSE SCHOOL.—In Second Arts Examination Kathleen Clarke gained First Class Logic Honours, first place; Drapers' Scholarship, third instalment, £40. Elizabeth M'Ateer gained Second Class Logic Honours, third place. At the Intermediate, Muriel Moffat won the Medal for English Literature, Composition, History, and Geography; also a special German Prize (£5) and a prize (£2) for German Composition. Laura Mills won a prize (£3) for Greek in Preparatory Grade; Mabel MacDowell a prize (£3) in Middle Grade, first place in Modern Literary Prize List.

PARKSTONE, SANDECOTES SCHOOL.—In the July examination of the Oxford and Cambridge Joint Board full Certificates were obtained by E. M. Baker, M. E. Bartley-Denniss, B. M. Fisher, L. H. E. G. Somerset. Addition to Certificate was obtained by B. E. Greville, and a Letter was awarded to W. M. L. Cooper. M. E. Bartley-Denniss gained Distinction in Drawing.

SOUTHWARD, ST. OLAVE'S SCHOOL.—Mr. G. F. Bridge and Mr. F. H. Tothill have left, their places being taken by Mr. T. Kingdom and Mr. L. G. McNair; and a new class has been formed under Mr. F. B. Hands. Last term closed well with the distribution of prizes by the American Ambassador. This term we have a considerable increase in numbers, as have most London schools, and a slight alteration in the building has been necessary to cope with it.

STROUD (GLOS.), MARLING SCHOOL.—College scholarships and other distinctions outside the school:—W. H. Withey, First Class Natural Science Tripos, Foundation Scholarship St. John's College, Cambridge; A. M. Beale, First Class Honours, B.Sc. (Engineering) London University; P. W. Hillman, Inter. Arts; J. E. King, A. H. Powell, and Norman Marchant, Inter. Science; N. Marchant, Scholarship £50 per annum for two years at Dyeing Department, University of Leeds.

WORCESTER HIGH SCHOOL.—At the recent Examination of the Oxford and Cambridge Board two girls gained Higher Certificates and four gained Letters, two obtaining Distinction in English. In the Lower Certificate Examination ten gained Certificates, and of these three were placed in the First Class in six subjects, with Second Class in two subjects. 67 girls entered for the Royal Drawing Society Examina-

tion, and of these 56 obtained Honours and 11 passed. In the Examination of the Associated Board of the Royal Academy and Royal College of Music 15 girls passed and 1 obtained Distinction.

WOOLWICH POLYTECHNIC SCHOOL.—We have had a record opening, 130 new pupils having been enrolled this term, and our numbers being already 80 more than at the close of last session. Miss M'Call, L.L.A., Miss Robertson (Somerville College, Oxford), Miss Houghton, B.A., Mr. Davis, B.A., Mr. Horlock, B.A., and Mr. Partridge, B.A., have joined the staff. The football season promises well; seven first colours are back, there are several good players among the new boys, and vigorous practice has begun under the charge of Mr. Davis, who comes to us from Wakefield Grammar School. The girls' hockey club has also made a good start under Miss Coates.

ERRATUM.—Under "St. Leonards-on-Sea" in last month, Uplands School should have been mentioned, and for "Royal College of Music" read "London."

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(Continued on page 694.)

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Sunk in a trance the sombre woodlands seem;
No leaflet by the languid breeze is shaken,
No flower robbed of its sweets; the glades forsaken
Are silent, nor doth toad croak from the stream.
Only amidst the gloom the fireflies gleam,
Like fairy visions ere some sleeper waken;
My soul, by airiest fancies captive taken,
Dissolves in silent ecstasies of dream.
Hark! through the boughs a mighty shudder heaves,
The rising stormwind whistles through the leaves,
And, roused from dreams, methinks I can discern
A solemn voice borne on the chorus wild,
Words of a father calling to his child:
" 'Tis time to give o'er play and homewards turn."

NICOLAUS LENAÜ: "Stimme des Windes."

Far o'er the heath's expanse the breeze is hushed;
The thistles stand erect, in silent rows,
Save when the wanderer breaks on their repose,
Who, passing by, their hanging leaves hath brushed.
And earth and heaven, as though to embrace they rushed,
In one dim vaporous shroud all forms enclose,
As friends, made one by sharing of their woes,
Seek sympathy for hearts the world hath crushed.
Now suddenly the thistles sway and bend,
The bursting clouds in clamorous showers descend,
Like loud response to question unexpressed;
The wanderer hears the beating of the rain,
Marks how before the wind the thistles strain,
And a vague, nameless sadness fills his breast.

NICOLAUS LENAÜ: "Die vier Stimmen."

By "MEG."

Fairy hawthorn, flowering,
Bowering
All this lovely river strand,
Clasped are thy branches white,
Long and light,
By the wild vine's tender hand.
Warrior ants for battle bound
There are found,
Keeping guard beneath thy shade,
And the wild wood-bees a home
For their comb
In thy hollow trunk have made.
The sweet songster of the dell,
Philomel,
When he comes to pay his vows,
Comes to court his little bride,
Doth abide
Every year amidst thy boughs.
High in thee he makes his nest,
Smoothly pressed,
All of moss and silk so fine.
Soon their shells his brood shall break,
Whom I'll make
Sweet spoil for these hands of mine.
Live, dear hawthorn, and increase
Without cease!
Never may the levin's blow,
Winds, or axe of man, or time
In thy prime
On the cold earth stretch thee low!

RONsARD: "Hawthorn."

By "G. E. D."

It was only last night I saw her,
Still dressed as a child, run by,
And now she sits at her window,
A grown-up maiden shy.

(Continued on page 696.)

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It was when I was off to the fishing,
And I called to her at the door,
And out she sprang to meet me,
And kissed me o'er and o'er.

To-day, coming home, I saw her,
And she barely nodded her head :
" You see, I'm a grown-up girl now ! "
Was what that little nod said.
What a change dress makes in a body !
I should scarce presume to-day
To kiss her as I could kiss her
Last night in our old frank way.

It is all that high cap's doing,
Or that stiff, straight bodice laced
So tight o'er the blithe little bosom
That freedom no more may taste !
Yes, she is a grown-up maiden,
And I am a child, half blind
With watching all day the window
She sits and sews behind.

"Einkleidung" (after WILHELM MÜLLER).

By "S. F."

The chapel high on the mountain
Looks down on the sunny plain ;
Beneath, by meadow and fountain,
Rings out the shepherd boy's strain.

A funeral bell is ringing,
A dirge steals down to the vale ;
Hushed is the merry singing ;
The boy as he lists turns pale.

To the grave on the heights they are bringing
Their dead from the happy dell.
Shepherd boy, for thee shall be ringing
One day the same funeral knell.

UHLAND: "The Chapel."

By "PEDES."

SHOP.

(A Parody of Mr. Rudyard Kipling.)

[Suggested by recent publications concerning Secondary Education.]

Seven men from everywhere, back to work again—
Little pay and prospects none : some of them complain ;
Others buckle to and mount the rostrum undepressed,
Fling the rows of faces a responsive smile and jest.

Once again it's Tuesday : the Fourth's unlettered herd
Holds its wonted orgie with the classic's written word,
Plunges through the construe, mauls the wretched text—
"Thank you, Hutchins ; Saunders, you ; stuck already? next!"

Ranging through Euclidean fields—there we're slow to move :
Hear the halting babble of the "proofs" that nothing prove !
Speakers know they don't, and can't ; hearers know it too :
Yet "to mug it somehow" was the only thing to do.

Then the afternoon in "Lab."—Ugh ! the choking stinks !
Roberts *minor* bursts us up ; every youngster blinks.
Then the "footer" far afield, stretching limb and mind,
Back to Common Room and pipe. Thus the daily grind.

Storms relieve monotony : "Conference at four,"
Board percentage rather low ; thus the "Head" is sore ;
Pass it round and have it out ; each one has his fling.
Let the laggards toe the line ! (Shade of mighty Thring !)

See the "shell," where duffers throng : broad their shoulders grow ;
Down on lips above the desks, nines in boots below ;
Bored, resentful, hating us, loathing all the school,
Think the lad that works a "swat," or a blooming fool.

L'Envoi.

When earth's last lesson is ended, and even the laggards are gone,
Shall we, in our listless leisure, in the empty room stay on,
Where the lexicon lies unopened, and black-boards blankly stare,
And ghosts of our explanations are thronging the silent air?

Instead, we shall glow with the fervour of knowing as we are known,
And beckon each young-eyed server, in waiting around the Throne
To hark to the mystic story we lived, in yon earthly star,
And fathom the hidden glory that shone on us from afar.

(Continued on page 698.)

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The dull shall be dull no longer, the slackers buck up and aspire—
By the Master's word made stronger, as fire leaps up to fire;
No more shall our best endeavour belittle the mighty whole,
As we drink and impart for ever from the fountains of the soul.

The award of prizes in the literary competition was no easy matter—how to decide between a faultless rendering of a simple lyric of a stanza or two and a faulty version of a long and difficult poem? Free choice was allowed, but those were ill advised who selected some hackneyed poem or one that had already been rendered by a master hand. Heine was the favourite poet, and half a dozen versions of the "Lorelei" were sent in. To translate the "Lieder" in a way as easy as shelling peas; to reproduce their perfect melody is the desire of the moth for the star.

Fifty-three translations of German lyrics were received: fifteen of these were from Heine—three of "Mein Kind, wir waren Kinder," and three of "Du bist wie eine Blume." Goethe accounted for six—two of the "König in Thule," one each of "Kennst du des Land?" "Der Fischer," and "Ich ging im Walde." From Uhland there were five. Of French lyrics there were only twenty-one: of these, four were from Victor Hugo. Two attempted Ronsard's "Mignonne" (we refer them to A. Lang's "Ballads of Old France") and one "La vie est brève": we refer these to *The Journal*, and for an admirable paraphrase to Du Maurier's "Trilby."

Fourteen parodies were received, half of Rudyard Kipling. The other poets parodied were A. Dobson, A. Austin, G. R. Sims, L. Houseman, and (out of the running) Wordsworth and Browning.

A Prize of Two Guineas is offered for the best translation of the following extract from George Sand:

"Valentine" est le second roman que j'aie publié, après "Indiana," qui eut un succès littéraire auquel j'étais loin de m'attendre. Je retournai dans le Berri en 1832, et je me plus à peindre la nature que j'avais sous les yeux depuis mon enfance. Dès ces jours-là, j'avais éprouvé le besoin de la décrire; mais, par un phénomène qui accompagne toutes les émotions profondes, dans l'ordre moral comme dans l'ordre intellectuel, c'est ce qu'on désire le plus manifester, qu'on ose le moins aborder en public. Ce pauvre coin du Berri, cette

"vallée Noire" si inconnue, ce paysage sans grandeur, sans éclat, qu'il faut chercher pour le trouver, et chérir pour l'admirer, c'était le sanctuaire de mes premières, de mes longues, de mes continuelles rêveries. Il y avait vingt-deux ans que je vivais dans ces arbres mutilés, dans ces chemins raboteux, le long de ces buissons incultes, au bord de ces ruisseaux dont les rives ne sont praticables qu'aux enfants et aux troupeaux. Tout cela n'avait de charmes que pour moi, et ne méritait pas d'être révélé aux indifférents. Pourquoi trahir l'incognito de cette contrée modeste, qu'aucun grand souvenir historique, qu'aucun grand site pittoresque, ne signalent à l'intérêt ou à la curiosité? Il me semblait que la vallée Noire, c'était moi-même, c'était le cadre, le vêtement de ma propre existence, et il y avait si loin de là à une toilette brillante et faite pour attirer les regards! Si j'avais compté sur le retentissement de mes œuvres, je crois que j'eusse voilé avec jalousie ce paysage comme un sanctuaire, où, seul jusque-là, peut-être, j'avais promené une pensée d'artiste, une rêverie de poète; mais je n'y comptais pas, je n'y pensais même pas du tout. J'étais obligé d'écrire et j'écrivais. Je me laissais entraîner au charme secret répandu dans l'air presque natal dont j'étais enveloppé. La partie descriptive de mon roman fut goûtée. La fable souleva des critiques assez vives sur la prétendue doctrine antimatrimoniale que j'avais déjà proclamée, disait-on, dans "Indiana." Dans l'un et l'autre roman, j'avais montré les dangers et les douleurs des unions mal assorties. Il paraît que, croyant faire de la prose, j'avais fait du saint-simonisme sans le savoir. Je n'en étais pas alors à réfléchir sur les misères sociales. J'étais encore trop jeune pour voir et constater autre chose que des faits. J'en serais peut-être toujours resté là, grâce à mon indolence naturelle et à cet amour des choses extérieures qui est le bonheur et l'infirmité des artistes, si l'on ne m'eût poussé, par des critiques un peu pédalesques, à réfléchir davantage et à m'inquiéter des causes premières, dont je n'avais, jusque-là, saisi que les effets. Mais on m'accusa si aigrement de vouloir faire l'esprit fort et le philosophe, que je me posai un jour cette question: "Voyons donc ce que c'est que la philosophie!"

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

All competitions must reach the Office by October 16, addressed "Prize Editor," THE JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C.

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THE PEDIGREE OF DURHAM SCHOOL.

IN the January number of this journal it was shown that Westminster School traces its pedigree not to an imaginary monastic school, but, if it wishes to go beyond the present foundation by Queen Elizabeth or her father, Henry VIII., to the school of the Almonry of the Abbey, a charity school for boys outside the precinct, and taught, not by monks, but by secular clerks; and it was shown that, so far as a monastic school could be said to exist at all, it was merely an arrangement for tutoring the half dozen novices there might be for the time being *in statu pupillari*, and in no sense a public school. In the present article it is proposed to show how entirely the case of Westminster, close to the Court and to London, the city of light and leading, is paralleled by that of distant Durham, at the further extremity of the kingdom, where the Bishop of Durham held a state almost regal, with the semi-independence of a prince palatine. But there is this marked difference, that, whereas at Westminster, being simply a monastic foundation, there was no public school at all, at Durham, being a cathedral church as well as a monastery, there was a public school under the *agis* of the Bishop. For this reason the King's School, or Cathedral Grammar School, of Durham has a higher and more illustrious descent than the Grammar School of St. Peter's College, Westminster, in that it can trace a direct pedigree before the Reformation from the Durham City or Cathedral Grammar School, endowed by the Cardinal Bishop of Durham in 1414, without resort to the Almonry or Charity Grammar School, which there also existed. Durham historians, and, sad to relate, Durham Head Masters, have as usual talked about the monastic school, and traced the origin of Durham School to "the Benedictines."

But poor, indeed, would such an origin be. At Durham we have contemporary evidence in detail of what the monastic school was just before the dissolution of "the Benedictines" by a certain enthusiastic "laudator temporis acti," in the guide book to the "Abbey" known as "The Rites of Durham." "There was always 6 novices which went daily to schoule within the house for the space of 7 yere, and one of the eldest monnckes that was lernede"—note that it was by no means a matter of course, as commonly represented, that a monk should be "learned"—"was appoynted to be there tuter. . . . The master's or tuter's office was to see that they lacked nothing, as cowles, frocks, stammyng (i.e., shirts), bootes and sockes." He taught them in the north-west corner of the cloister, the same place as at Westminster, where there was "a fair great stall of wainscot where the novices did sitt and learne," and the tutor had a "pretty stall" adjoining, "and there did sitt and teach the novices both forenoon and afternoon." They were sometimes allowed to play. "There was a garding and a bowling allie on the back side of the house towards the water for the novices some tyme to recreate themselves, when they had remedy"—what a "remedy" is, ask any Wykehamist—"of there master, he standing by to see ther good order," for all the world like a modern French *pion*, or the seminary always and everywhere. At Durham there was exceptional provision for encouragement of learning, "yf the master did see that any of theme weare apte to lernyng and did applie his booke, and had a pregnant wyt withall, then . . . straighte waye he was sent to Oxford to schoole, and there dyd lerne to study divinitie; and the residew were kept at there bookes tyll they coulede understand there service and the scriptures." At Oxford the "pregnant wits" went to Durham College (the site and part of the buildings of which are now Trinity College), founded about 1290 and endowed in 1380. There were only eight monks in it, for a fourteen years' course; so that the percentage of novices who received a University education was not precisely calculated to swamp the sixty monks of Durham Priory with learned men. The writer of the "Rites" can be shown to be wrong when he says there were always six novices in the school. For, from the end of the thirteenth century, a considerable number of account rolls of the monastic officers are preserved. They contain gifts of knives—the medieval equivalent of the spoon and fork which the "parlour boarder" used to take to school with him—and these show that in 1383 there were only four novices, in 1460, five, in 1488, five; on the other hand, in 1409 and 1445 there were seven, and in 1460 six. But five, six, or even seven novices learning to understand their services do not

constitute a school in any proper sense, still less a public grammar school.

The Almonry School was much more of a school. "There were certain poor children, called 'children of the Almerly,' who one by one were maintained with learning and relieved with the almes and benevolence of the whole house, having their meat and drink in a loft on the north side of the Abbey gates; and . . . went daily to school to the Farmary [*i.e.*, Infirmary] school, without the Abbey gates: which school was founded by the Priors." There is no doubt of their being charity boys, for "the meat and drink that the aforesaid poor children had was the meat that the master of the novices and the novices left." It was carried to a pantry called "the Cove" which had a window in it "where one or two of the children received their meat and drink, and did carry it to the Almerly or loft" where the "clark of the Cove" did "see that they kept good order" while these little Lazaruses devoured the broken meats which had fallen from the rich novices' table. The Infirmary was a poor-house for twenty-eight poor men and women. In 1535 the Valor Ecclesiasticus tells us that there were "thirty poor scholars" in the Almonry School, and the foundation is attributed, with more precision and truth than was used by the writer of the "Rites," not to the priors, but to lay lords, whose names are given. The children did all sorts of menial offices, tossing hay in the hay-field in 1447, getting stones in the quarry in 1456, cleaning the great Paschal candle before Easter, and so forth. Their most unpleasant task must have been that when a monk died "then were the chylidren of th' aumerey sitting on there knees in stalls of either syd of the corpes, appointed to read David's spalter [*sic*] all nyght over incessantly till the said our of 8 o'clock in the mornynge." The beginning of their school can be traced to an almost identical date with that at Westminster. In 1339-40 the Almonry boys did not exist; in 1352-3 a "master of the boys in the Almonry" is first paid for. In 1362-3 there is a payment for "the boy-bishop of the Almonry"—the boy who on St. Nicholas Day, December 6, and at Childermass on Innocents' Day, December 26, dressed up as bishop, sat in the Bishop's stall, performed the service (including Mass) gave the Blessing, and had a feast exactly like a real bishop. In 1372-3 the master of the boys is first called "Schoolmaster of the Almonry": and in 1440 he is spoken of as the "grammar school master" (*magistro scholarum gramaticalium*), and in 1477 the "grammar schoolmaster of the Abbey."

The words "of the Abbey" were used to distinguish the Almonry School Master from the real Grammar School Master, the master of the public Grammar School. In early days, through the dearth of early bishops' registers at Durham, we know nothing of this school. But it must have existed under the tutelage of the Bishop from the time when the old canons of the cathedral—canons like those of to-day, men living peaceably in their separate habitations with their wives and children (whose bones Canon Greenwell has dug up in plenty)—were expelled to make room for monks herded together in common dormitories and refectories. But it was only in 1414 that the school was endowed. An earlier gift, about 1320, "for the maintenance of three clerks, scholars of the School of Durham in the liberal arts"—*à propos* of which it may be mentioned that the corporate name of Winchester College is "the Warden and scholars clerks"—apparently failed of effect through the heir of the founder diverting it to a hospital at Gateshead. But in 1414 Bishop Langley—one of the race of successful King's clerks, the lawyers and civil servants of the day, who had been a Chancery official and Lord Chancellor, and was to be so again—through the medium of two of his chaplains endowed a Public Grammar School. The various legal documents have been fortunately preserved in the Priors' register through the Priory claiming after the founder's death that the foundation was not good for lack of the consent of the monastery as the Bishop's chapter. On 13 June, 1414, the Bishop licensed a chantry of two chaplains to celebrate at the altar of the Virgin in the Cathedral Church, known as the Galilee, to pray for the good estate of the Bishop and for his soul when dead, and the souls of his father and mother and others. Next day the two chaplains founded it and declared its objects by an ordinance of foundation dated June 14, 1444. The two chaplains of the chantry were to be "sufficiently advanced and instructed: one in grammar, the other in song—so that one may know how to keep school (*scolas regere*) in grammar, and the other in song in the city of Durham, and to teach and instruct youths and others untaught

in such sciences." They accordingly were "perpetually bound to keep school: one in grammar and the other in song, in the city, in the places to be assigned for this purpose by the Bishop, and to diligently teach and instruct all willing to learn and study under them in the said sciences, the poor indeed freely (*gratis*) for the love of God, if they or their parents humbly ask it, but taking from those who themselves, or by their friends, are willing to pay, the moderate fees usually paid in other grammar or song schools."

While the Song School Master was bound with his scholars to attend Lady Mass whenever it was sung in the Cathedral, the Grammar School Master was only bound to attend on Sundays and feast days. The "places" were assigned to them in the shape of two schools built on the Palace Green, outside the Abbey, between the castle or palace of the Bishop and the churchyard, and they had a mansion adjoining. The site and buildings which took the place of Langley's School are now occupied by a museum and lecture-rooms of the University of Durham. Mr. William Brown—the title of *magister* shows that he was a University graduate—was appointed first master of the Grammar School. From that time the roll of masters is preserved to the present day without, or almost without, a break. Brown became Dean of Lanchester two years afterwards, and his successor, John Artays or Ortas, is specifically described as "Master in Grammar," in which faculty degrees were then given by Universities. Under him a University exhibition at Oxford was given by the Bishop, but this does not seem to have been regularly maintained.

The school was not fully endowed in Langley's lifetime. The property granted in 1414 brought in only £4 a year, but additional grants were made out of the Bishop's revenues to the two schoolmasters. After his death, his executors, in 1440, instead of buying lands, as directed by his will, which would have made the school abundantly rich, bought only a fixed rent charge of £16. 13s. 4d. on lands in Lancashire. This made the endowment of each schoolmaster £10 a year, the same as that of the Head Masters of Winchester and Eton. But there were, of course, fees from scholars besides. The monks tried to fix their Almonry School on to the Grammar School by exacting as one of the terms of their consent to the Langley foundation deed that the masters "shall be bound to teach and instruct the 30 persons supported and maintained in the Almonry freely, if sent by the Prior, exacting nothing for them," and that the Song School Master should attend not only the Lady Mass when sung, but High Mass and Vespers as well on every feast day. The fusion, however, of the Almonry School and the Grammar School does not seem to have taken effect, as the Almonry School went on to the dissolution of the monastery, when its master became the first Usher of the King's School.

The University records of degrees before the Reformation are very scanty and scrappy. But we can trace Edward Watson, the Grammar School Master in 1511, as a Bachelor of Grammar at Oxford in 1512, and Ralph Todd, the Master in 1535, as a B.C.L. of Oxford in 1519; while Henry Stafford, the Master in 1540, had been a Fellow of Corpus Christi College, Oxford, in 1528, and had taken his M.A. degree in 1534.

Durham Monastery was surrendered on May 12, 1541, but only four days later the church was refounded as a cathedral church with a dean and chapter. A fortnight later a commission issued to assign houses to the new chapter and officers, including the head and under masters of the Grammar School—which was attached to this as to all other of the cathedrals refounded or newly founded by Henry VIII., except Winchester, where it was omitted because of the College School.

At the new cathedral school of Durham there was to be a master "learned in Latin and Greek . . . and with skill in teaching," a second master learned in Latin, and eighteen grammar scholars, now called the King's scholars, "poor and destitute of the help of friends . . . with native talents fit for learning . . . who know how to read and write and have a fair knowledge of the rudiments of grammar." They were to be entirely maintained at the expense of the Church "until they have learnt to speak and write Latin, for which 4 years, or 5 at most, shall be allowed." Besides these the masters were to "adorn with good literature" "all who come to our (the King's) school to learn grammar." Unfortunately the original statutes of Henry VIII. and the assignment of houses and all the documents connected with the refoundation are now lost. But we learn from Bishop Cosin, who

saw the documents before the Civil War, that Henry Stafford, the Master of the Grammar School of Langley's foundation, became the Archididasculus, or Head Master of the King's School. He and his successors have regularly received (with the exception of a short break on the Restoration) and do now receive the endowment of Langley's school, partly from the Ecclesiastical Commissioners as owners of the episcopal estates, partly from the Official Trustees of Charitable Funds, who hold the sum for which the Treasury commuted the charge on the royal revenues created when the chantries were confiscated under the Chantries Act of King Edward VI., and the payments to grammar schools continued by the Commissioners. Moreover, this school was carried on in Langley's school building until it was destroyed by the Scots in 1640. With the exception of a name possibly lost between Hugh Forster in 1477 and John Hutchinson in 1510, an unbroken succession of Head Masters can be traced from Mr. William Brown in 1414 to the Rev. W. E. Hillard in 1904, who has just been elected High Master of St. Paul's School—a succession of longer continuity than that of any other school in the kingdom, except Winchester and possibly York.

HEROIC EDUCATION.

I. INTRODUCTION.

THE old theory was that education was important for the governors of states—*i.e.*, kings, princes, nobles, and, later, for the gentry. The new theory is that all are important, even children. According to the new theory all children should be educated somehow, and to some extent. The old theory, however, insisted that the education to be given to kings, princes, nobles, should, at any rate, *aim at* the highest possible education. The new theory is: educate all, as far as the rate-payers are willing to pay the cost. Quantity first is the new watchword: quality afterwards may come. The old idea was: you may only expect education as really necessary amongst the few, but it should there be found at its best. Roughly put, the difference between the old theory and the new is this: in the old, the demand was that the few should be highly educated—quality was the consideration; in the new, it is the idea of the number who are to receive education—quantity is the consideration.

Some will at once object that it is in the present that attention is given to educational theory, and that in the past educational theory was haphazard and ill-grounded. In this paper the thesis will be maintained that in the time of the Commonwealth the insistence on quality in education was emphasized, and, if we moderns are to compare ourselves favourably, it will have to be by making our aim in the education of the many, on which we pride ourselves, as real as the older writers made the aim in the education of the few.

After all, the problem is the same. Briefly put, it is: how to educate heroes. The older writers thought heroes were few. The modern writers dilate on the importance of a man to himself—in other words, maintain that every man is a hero. Setting aside the question whether heroes are few or many, it is well worth while, in view of the elucidation of rightful aims in modern education, to study the thoughts of an older writer, now and again.

The title of this article is the title of a book published in 1657. The complete title is: "Heroick Education, or Choice Maximes and Instructions, for the most sure and facile training up of youth, in the ways of eminent learning and virtues. A Treatise very necessary for all men; but most especially for such as undertake the charge, to govern the Young Nobility and Gentry—By J. B. Gent."

Who J. B. is, it is hard to say. But his own account of the book is as follows:—

When this small treatise came first to my hands, it was only a confused heap of several pieces without method, or embellishment. I obtained it by communication of a Noble Lady, illustrious for her birth, and very considerable in the esteem of the more polite World, for her rare and excellent qualities. She had kept it in her Closet as a concealed treasure, to make use of in particular occasions, which in time might offer themselves. And doing me once the honour to demand my opinion of it, I presently judged, after the perusal of some few

leaves, that it was *the product of some great, and knowing Spirit*; which after a thorough and deliberate reading proved equally solid in all its parts, and worthy to appear openly. I presently took a resolution to reduce it to some order, and clothe it in this form to publish it to the World.

The editor (or author) next proceeds to show his diffidence, in a way which may surprise modern readers. But his remarks are worth noticing by those especially who think that the study of education is a new concern:

I am not ignorant how infinitely rich this subject is for the matter, how copious, and fruitful a field, and how often it hath been already manured, and embellished by many rare Pens with the greatest art, and care, which might be capable to intimidate a more than ordinary courage. Nevertheless far from being startled at the grand number of Writers, I thought I might go on without reproach, intending with modesty to tread in the same paths which those eminent Wits had traced out before me.

How the Author was encouraged.

But that which prompted me the more eagerly, was the approbation of one of the most Heroick Cavaliers in the world, who by his excellent Virtues, his Noble Valour, and just Prudence hath filled all virtuous men's hearts with his affection, and admiration. His name shall live eternally with veneration in the world, nor shall the sweet remembrance of his exquisite parts ever perish but with the last mortal man. His judgment is equally balanced betwixt delicacy and solidity, 'twere a sign of temerity or imbecility to oppose his sentiments. 'Tis he in fine, that inspired me with this ardour, and who by a censure very much to my advantage, hath dissipated those thick clouds, which the fear of envy and mediocrity might raise in a soul not truly generous.

The Top of the Author's Ambition.

I am confident you will look on it favourably, both in respect towards him, and in consideration of the end I have proposed, which is no other, but the public benefit, and especially theirs, who do actually, or intend to exercise the like charges; who if they ever take the pains to read it over, to weigh it, and maturely consider it; will, I am confident, if they have that experience which I suppose, infallibly find somewhat that shall profit them, in those precepts, and that doctrine which it contains in a few sheets, very necessary for the education, and conduct of the young Noblesse and Gentry. This is the top of my ambition, and the whole bent of my desires, to which there is nothing wanting, but to learn the name of this famous Author, who first made the happy project. Not to enrich myself with his spoils, but to publish his praises, as well as his Writings, and to protest I am his admirer, and shall be his humble servant in particular, as I am to all the judicious and courteous Readers in general. Farewell. J. B.

Such is J. B.'s address. At the outset it raises problems. Who is the Noble Lady who kept the treatise in a closet as a concealed treasure? Who is the Heroick Cavalier whose name shall live eternally with veneration in the world? Was it Lord Falkland? Or, with more probability, was it the Duke of Newcastle, and was the Noble Lady the Duchess of Newcastle? We cannot say with any certainty. But in those days it was as well to be silent about the names of Noble Ladies and Heroick Cavaliers. We must rest content that J. B. (whoever he was) was not willing to be silent on the subject of Heroick Education. Finally, before proceeding to describe in detail the contents of his remarkable book, we may express the hope that we shall be among the judicious and courteous readers, whose "humble servant" J. B. is both willing and anxious to be.

II. THE AUTHOR'S PSYCHOLOGY.

As Sir William Harcourt declared: "We are all socialists now," it may be said: "All teachers are psychologists now." But only few teachers comparatively regard the recognition of psychology as the basis of education as otherwise than quite new; some teachers, indeed, would go so far as to say that it has been introduced within their remembrance. But let us go back to J. B. in 1657. Let us first consider his general psychology, and then state the more definitely educational psychology and the psychology of the subject of education—the child.

General Psychology.

Let us remember that John Locke's "Essay on the Human Understanding" was not published till 1690. Every teacher now knows—at least, is expected to know—that Locke held the view that the mind is in its original nature a *tabula rasa*. Our author, J. B., more than forty years earlier than Locke, is acquainted with this doctrine, but he says:

Those who are persuaded that the soul is a smooth Tablet, where one

may easily engrave all sorts of Images, *make no reflexion on the power of the temperature or constitution*, nor of the need it hath of a commerce with the senses, by which the species of all things are presented to it.

Our author, therefore, does not accept the smooth tablet theory of the mind. As little does he accept the doctrine of innate ideas. He says :

Those who believe that the Soul is endued with all Science and Knowledge at the instant of its Creation, which the presence of Objects does afterward only awaken, and stir up in our memories, do very much derogate from the merits of virtue, which acquires them through much labour.

What, then, is the relation of mind to body? J. B. contends, in his picturesque phrases :

'Tis a naked Tenant which comes to inhabit a furnished Palace, where it finds the dispositions, and the seeds of habits, which time and exercise afterwards bring to maturity. We carry the seeds of our good or evil qualities in our veins, and the mass of our body, of itself insensible, does nevertheless contain the original of those sentiments, which the spirit vivifies.

Whether this is an assertion of the doctrine of heredity or not is a question which need not detain us. The fact is clear that the soul finds in the body and mind powers of good and evil which require at the hand of the educator serious attention.

There is no man who is not indued with some graces, and a genius peculiar to his generation. Instead of knowing and polishing them, *we often stifle those natural gifts, to acquire artificial ones*, which not being conformable to the subject are like grafted Trees, that never are long lived. . . . Before reason has purified the qualities of our souls, we find virtues confounded together with vices, the spirit swimming in the blood, and the senses disputing for mastery with the will until time and the truth come to separate this mixture, and prescribes each party its devoir, function, and rank ; *before which, we can only assist it tenderly and bear with it.*

In such terms our author discloses a doctrine at any rate closely resembling the modern theory of educational self-activity. It is by the cultivation of natural gifts, not by the ingrafting of artificial knowledge, that true education proceeds. We educate by assisting and bearing with the natural working of another's mind, not by imposing our own. How can we assist another mind?

Mark J. B.'s answer, and we shall find that he is not far from the kingdom. The teacher "should become extreme careful to know him [the pupil] thoroughly ; to mark all his propensities, his motions, his aversions, and above all, his genius, the strength and extent of his spirit and mind." Surely here we are at the point of view of Locke, Rousseau, Pestalozzi, and the moderns. But J. B. is even still more explicit, and we may read the following (but let us remember it was published in 1657) as a short essay on—

The Significance of Child-Psychology for the Teacher.

Forasmuch as the knowledge of the winds, of compass, maps and shelves, serves to a Pilot ; and the skill of judging of the strengths, and weakness of a City is necessary to him that does besiege it ; so much does the art of observing the dispositions of a young spirit profit him in his directions. It is very difficult to assign particular means, to make this observation, which depends rather upon the re-encounters, occasions, and prudence of him that governs than on any universal principles. Nevertheless, I shall say in the gross that he may remark them, by tempting him diversely with all kinds of objects, without discovering at first to him the good, or evil included in them, and sometimes suffering nature to work and act of her own self, thereby to see what she leads him to, and what she makes him either choose or reject. Thus it was that Ulysses discovered Achilles his sex, which he had so long concealed and disguised. A thousand occurrences reveal (to him that narrowly will observe it) what his temper is ; which is likewise legible in his face, and may be guessed by his colour, maladies, appetite, his dreams, disposition and agility and by all the operations of each part of his body. Also, by his resentment of injuries, the shame he hath for his faults, the care he takes to preserve his honour, his desire to appear, his jealousy of others, the heat and ardour which leads him to the ends he aims at, his constancy and resolution in difficulties, the manner of his own government, the vivacity and promptness of his replies, and the strength of his reasoning and arguments. On all which he must often try him, and raise his spirits by delightful objects, *to keep him in exercise and see his activity.*

After such a passage no modern educationist can doubt that J. B. has the root of the matter in him. Nor is he without a consciousness of the reasons on which he holds the faith that is in him. Wordsworth says : "The child is father of the man." J. B. says :

In that tender age we have a form of what shall be when we come to virility. Like those Pictures, which being only rough-drawn, though they want that perfection and lustre which the last colours add to them, yet they have the perfect shape, and all the lineaments that are necessary. So that what the pencil afterwards does, serves only to embellish it, being ever wrought exactly by the same strokes.

How is Child Psychology to be studied?

Use and custom are the surest guides and means to penetrate and dive into the very bottoms, and most secret recesses of those young souls, who having as yet not learned the art to dissemble, expose themselves to any curious search and *discover what their natures are by acting freely, and openly of themselves.*

The advantage of child-psychology could hardly be better stated to-day than in this last passage. Mrs. Meynell has told us* : "Our fathers valued change [in children] for the sake of its results ; we value it in the act." But we see that expression and development have their interest and value for J. B. in "the act." He is a child psychologist as truly as Mrs. Meynell. Rousseau taught that we must regard the child as the centre of interest for the teacher. So thought J. B. There is one other resemblance between our author and Rousseau that deserves special mention. Rousseau begins his famous "Emile"† by saying : "Everything is good as it comes from the hands of God." J. B. says : "All the works of God are good in themselves." But J. B. is much more optimistic than the great French philosopher. He holds :

Every one desires good and perfection, and that which causes so many to stray from it is the different manner whereby 'tis represented. The will never tends to evil, but only when the spirit and senses do disguise it under the appearance and flattering shape of some good, and never errs but by the ignorance, or malice of its guides. Virtue is so amiable that there is no soul which can know it, and not be enamoured with it, nor would vice be followed by any one, if it had not found out the art to counterfeit the other.

J. B. realizes that it is the will which is the source of mental strength, and the will which needs to be affected by training.

One is not virtuous for doing that which is good, but for loving it. That which we do by constraint is only imputable to the power which compels us.

It is the work of the educator to

inflame a soul with a true love for virtue, then the little troubles of seeking and courting her will be swallowed up in the ardour of its longing desires.

For training towards this end there are a thousand various means not reducible to precept.

Amongst the exercises of youth, one may entice him to such, when *the mind acts its part, when it disguises and sharpens, and refines itself*, or to others which harden, fortify, and strengthen the body, making it become agile, active and pliant to any useful exercise.

III. APPLIED PSYCHOLOGY.

The will of the pupil, therefore, has to be won in any case where education is effective. Education is, therefore, a problem of government : how far can the teacher from the outer side influence the pupil from the inner side? This is, briefly put, J. B.'s problem. It is the problem which the educationist, sooner or later, has to face to-day.

How is the teacher to get influence over the pupil's will?

Governors of young men are God's lieutenants in this function, and as he became man to teach men, so they must in some sort imitate children, whilst they instruct them, always accommodating themselves to their age, sometimes soothing their humours and stooping to them, but having still an eye and ear to make them reap some benefit from all their actions and thoughts, ever raising their minds insensibly to higher things, and *making their own sentiments the stairs whereby they must climb up to true perfection.*

The only way the teacher can gain esteem is to be worthy of it. The root of what fruits he looks for in his pupil must be in himself. J. B. then discusses three kinds of pedants who are unsuited to teaching. These are (1) men who lack judgment—who are apt to reprove with "excess and outrage" and praise without discretion, who, by lacking principles, do good and evil indiscriminately by haphazard ; (2) men truly full of knowledge, but unpractical, "who must have a consultation of their Authors and Masters before they can instruct their disciples" ; (3) men who are "half-learned," presumptuous, and

* "The Children."

† Published 1762.

self-conceited. These, says J. B., should be excluded not only from the conversation of all young people, but even from all human society. Such are the men who will not make good teachers. He still has to describe—

The Qualities of good Governors or Tutors.

It is necessary therefore to have a man, who besides his sweetness of nature, and virtuous habits, which are essentially requisite in such a charge, must have also a good garb, and accort carriage in his actions. A mildness, and facility of speech, ingenious mind and visage, modesty, pleasingness, complaisance, civility, discretion, a manly, yet humble and discreet confidence, and above all, perfect intelligence of the things of the world, which concern the active life, which consists in knowing, or finding out the nature, and propensions of every one, and framing or accommodating himself to them without baseness, or flattery; in being versed in the modes and manners of the times present, and the customs of the places he resides in, in behaving himself discreetly amongst other great persons, or his own equals, or his inferiors, in speaking, and being silent in season, in being prudent and foresighted in judging, and coming off fairly in company without any affectation of vain paradoxes, or applause, in finding quick and subtle expedients, to disengage himself from a bad business, and having a magazine, or store of prudence, and courage to make use of in time of particular intrigues and rencontres which fall out too often in this unhappy age. As for other qualities which concern the soul, piety, probity, erudition, wisdom, and goodness, I do not bring these into the list, because they are to be supposed in him, as foundations absolutely necessary without which all the rest would fall to ruin; and if it seem difficult to meet a man completed with all these parts and gifts, at least one must choose a person as near this model as 'tis possible, and though he have not all these perfections, yet at least let him be free from the defects that are opposite to them, and so be in some capacity to attain them.

Having thus described the qualities of the good governor, J. B. devotes a chapter to the psychological question of the most ordinary defects in young people and a further chapter to the consideration of three methods of correcting ourselves in our evil inclinations.

This completes the first part of "Heroick Education." Roughly speaking, it may be said to be J. B.'s educational psychology, whilst Part II. rather deals with the material of education.

(To be continued.)

TENNYSON'S "GEESE." A STUDY IN EUPHONICS.

There are many other things besides, for instance, . . . the kicking of the geese out of the boat [*i.e.*, doing away with sibilations], that help to make the greatness of blank verse. I never, if possible, put two *ss* together in any verse of mine. My line is not, as first misprinted and often misquoted,

"And freedom broadens slowly down"—

but,

"And freedom slowly broadens down."

SO Tennyson is reported by his son in the "Life," and various criticisms that are there quoted show that this metrical canon was no casually uttered paradox, but a rule that the poet set himself persistently to observe—with what success it remains to be seen.

From Pope he cited:

What dire offence from amorous causes springs!

"Amrus causiz springs"—horrible! I would sooner die than write such a line!! Archbishop Trench was the only critic who said of my first volume: 'What a singular absence of the *s*!'"

From Collins's poem on the death of Thomson he picked out as "a bad hissing line"

The year's best sweets shall duteous rise,
and pronounced Campbell's "unquantitative" line

The sentinel stars set their watch in the sky
as bad as the following line,

The wounded to sleep and the weary to die,

was good.

There is much virtue in an "if" and, giving full weight to the saving clause, we may at once concede that Tennyson has fully merited the Archbishop's encomium and avoided with

singular skill the clash of sibilants. Yet a minute Tennysonian critic, Mr. George Dartnell, has counted no less than a thousand violations of the rule, of which, however, two hundred are found in the early and rejected poems or in the unpublished poems of the "Memoir."

Tennyson had no sympathy with book collectors who treasure first editions and prefer an author's first crude sketch to the perfected work. Yet, as those who have lately studied Mr. De Selincourt's "Keats" know, it is a rare privilege to be admitted to a poet's workshop and to mark how the perfect form has been gradually evolved, how "evening star" turns to "eve's one star" and the dropping from an eagle's wing gives place to the exquisite picture

Not so much life as on a summer day

Robs not one light seed from the feather'd grass.

No poet has followed more conscientiously than Tennyson the Horatian precept to turn and re-turn on the anvil imperfect lines. Of at least a score of lines we may certainly affirm that they were emended or rejected in conformity with the canon. Of two such,

When all the trees stand in a mist of green

and

In such great offices as suit,

we have it on the authority of the "Memoir." In most cases the change for the better is convincing. In "The Palace of Art"

Europa's scarf blew in an arch

is a truly cacophonous line, and

My vain-glorious gorgeous soul

matches for badness the model bad line of which Tennyson and Edward FitzGerald both claimed the authorship—

A Mr. Wilkinson, a clergyman.

Let the peoples spin for ever down the ringing grooves of change would hardly have passed into a household word in its original form. On the other hand, in

One dry cicala's summer song

the sound seems an apt echo of the sense, and "dear as sacra mental wine" in "In Memoriam" is altered for the worse.

Beat upon his father's shield

does not offend our ear; but the revised version of

Home they brought him slain with spears

is all for the better.

In the authorized text we find some dozen instances of *ss* occurring twice in the same line. It would be safe to conclude that such a line as

Upon his steely gyves; so those fair eyes

must belong to an early poem; it is from "The Lover's Tale," but it would be the merest pedantry to take objection to

And gone as soon as seen

("The Coming of Arthur")

or

Then for my mother's sake and England's sake

("Harold").

It is not without interest to note that this sense of euphony was a somewhat late development. In the "Poems by Two Brothers" Alfred is almost as great an offender as Charles—104 instances of *ss* in 2,000 lines against 73 in 1,160; but Alfred was the only one of the three brothers to reform. In the sonnets of Charles and the "Psyche" and the "Atlantis" of Frederick the proportion of *ss*'s is almost the same as in the boyish poems.

We are led to inquire how far the canon which was first enunciated by Tennyson was unconsciously observed by his predecessors, and in particular by those poets whom he is known to have admired and who most influenced his style.

Shakespeare, in his great tragedies, has, on a rough calculation, one *ss* to every ten lines, and an examination of his choicest sonnets shows that sibilants did not grate on his ear as on Tennyson's. Lines such as

And nothing 'gainst Time's scythe can make defence,

Desiring this man's art and that man's scope,

Suns of the world may stain when Heaven's sun staineth are plentiful.

Milton was far more fastidious on this point. In the first

two hundred lines of "Paradise Lost," Book I., we find but a single instance, though soon after, by a curious chance, we come upon three in three consecutive lines :

Oft, as seamen tell,
With fixed anchor in his scaly rind,
Moors by his side.

In the whole of "Lycidas" there are but two: "for their bellies' sake" and "so Lycidas sank low."

In Gray's *ss* abounds, though there can be little doubt that it was to avoid the dissonance that Gray employed the plural verb in the commonly misquoted line of the "Elegy"

The lowing herd wind slowly o'er the lea.

Of the last century's poets, Wordsworth, Browning, Matthew Arnold are not remarkable either for excess or defect. Keats, as Tennyson's poet of predilection, to whom he confessed the greatest debt, though he refused to call him or any other his master, deserves closer analysis. In the first three hundred lines of "Endymion" there are only eleven instances of *ss*, and in the same number at the beginning of "Hyperion" fifteen. In the two greatest Odes—"To a Nightingale" and "On a Grecian Urn"—there is but one; this, however, occurs in the very lines that Tennyson pointed to as the high-water mark of poetry :

Magic casements opening on the foam
Of perilous seas in faery lands forlorn.

It has seemed to us worth while to investigate a question of euphonics which, as far as we are aware, is not touched upon by any one of our metrists, from Dr. Guest down to Mr. Omond. The moral to which we are led seems plain and simple. From a loss of old inflexions and other causes our English tongue has a redundancy of sibilants, and to write melodious verse the poet must ever, like Tennyson, be "kicking the geese out of the boat." But to lay down any hard and fast rule would be pedantry worse than the artificial rules that regulated for two centuries French alexandrines. Who would presume to alter, or wish to see altered, by a single word lines like

Of perilous seas in faery lands forlorn ;

The multitudinous seas incarnadine ;

or, perhaps, the grandest line in all Tennyson's plays,
Hurls his soiled life against the pikes and dies ?

COURTESY AS A CLASS SUBJECT.

By Mrs. E. M. FIELD.

THE *dernier cri* in educational subjects will probably come to a majority, even among teachers, as a novelty. "Excellent idea," says the Intelligent Person, "why did nobody ever think of it before?" As a fact, however, Mr. Barnett's book is a return to one of the leading educational ideas of mediæval times. "Courtesy" was taught at school to such youths as Chaucer's Squire.

Curtays he was, lowely and servysable,
And carf befor his fader at the table.

The Lord of Searne (Percy MS.) sent his son to school "to learn curtesie." Certainly a mere desire for polish was not the careful father's aim. Manners very emphatically made man in days when his upward career was through service. The young gentleman became a page, the young lady a bower-maiden, and let it be remembered that all but the lowest menial services were performed in the houses of the nobility and great Churchmen by these young people. Text-books exist which give the page most elaborate directions for such "housework" as laying his lord's table, preparing his bath—with warmed towels and sweet herbs complete. In Tudor times the great houses were indeed educational establishments on mutual terms. The Paston Letters at an earlier date show the country lady writing to her husband in London to obtain service for his sister with a lady of title. At the same time in tradesmen's families the housework was done by the young people under paternal guidance. The scholar of St. Paul's would run home from school to lay the table for the 10 or 11 o'clock dinner, would say grace standing by the board, and wait upon his parents and their guests before

taking his own portion. The apprentice in his master's house served also, and was taught at least the rudiments of learning by his master. Edmund Coote, in his preface to his "English Schoolmaster," an elementary reading-book, says: "Thou maist sit on thy shopboard at thy loom or at thy needle and never hinder thy work to hear thy scholars after thou hast once made this little book familiar to thee." In the great houses, however, the educational work was committed to a Maister of Henxmen or Master of the Wards, or "Bele Babees," as once their quaint title was. A curious complaint regarding this same education was brought forward in Queen Elizabeth's time by Sir Humphrey Gilbert. Wardship of young people early orphaned was a task readily accepted, even competed for, and some guardians deliberately, according to this authority, neglected the education of the young men, lest they should disdain to wed their daughters. Doubtless property was here concerned.

Promotion went much by favour. The smart page, skilled in attendance on his lord and in arts such as music and the relation of tales and carving at table, apt at sports and riding, and with some knowledge of French, was likely to be chosen to go with his lord to Court, or on foreign embassies. Tact and good manners would smooth his way, and help perhaps to a great marriage. The rise of the Boleyns from a merely respectable mercantile position to the highest brilliance was largely due to a skilful climbing of this ladder.

Accordingly we find a great number of little text-books, originating perhaps in Italy, though the earliest we have been able to trace is an addition to Cato's "Distichs" in German in the tenth century, by Zirclaria. The "Stans Puer ad Mensam," ascribed to Lydgate, is mainly a translation from the "Carmen Juvenile de Moribus Puerorum" of Sulpicius. Dante's Master (relegated, we may remember, by his grateful pupil to a region in the Inferno where he must walk for ever under a rain of fire, or, if he paused, stand still for a hundred years) produced a "Tesoretto" in verse. His hero, wandering in a wood at Roncesvalles, meets various abstract personages, including the Lady Courtesy, who bids him be careful in speech, no liar, no grudger, no tale-bearer, and to ride gracefully, not wriggling like an eel nor staring up at the house-tops.

From the early printing presses, beginning with Caxton, these little books issued fast. The great Erasmus himself wrote one. At first in verse, they all began with religion, went on with the higher moralities, and so came down through courtesies of conduct to etiquette and table manners. The latter were, seemingly not wholly needless. Erasmus bids his "chylde of noble bloude, brought up at the beginning of an infant among courtiers," not ruffle his hair like a wanton colt, nor lick dishes (for that is the "propertie of cattes"), nor "handle dogges at table," and never to peel his egg. Some quaint features indeed emerge. To dispense gracefully with the pocket-handkerchief previous to its introduction must have been a difficult item of courtesy, and present-day fashions are not in tune with the teaching of Corderius that "it is a wilde and rude thyng to lean upon one's elbow."

Times must have changed when a parody on so grave a teaching could appear. In 1605 appeared a ponderous jest, "The School of Slovenrie," in which Grobianus and Grobiana are counselled in such fashion as this for a guest :

When thou art set devour as much as thou with ease canst eat,
Thou therefore wert to dinner bid to help away his meat.

The original was first printed at Frankfort, 1549, in Latin. This jest may not have been meant for the young, but "The New Academy of Compliments" in 1748 is the lineal but degenerate successor of the noble and simple old "Boke of Curtasye." Here, after a few cut-and-dried counsels to parents and children, we have directions for bowing, hat in hand, and triple curtseys; and then come down to phrenology and palm-istry, the meaning of moles and of dreams, with a nameless taint through it all that marks a decadence beyond the evident omission of the old religious opening. A yet deeper depth is reached in "Aristotle's Legacy: being Youth's Delightful Pastime," where but a few of the old phrases remain, and the book is quite unfit for the drawing-room table.

Finally, the modern etiquette book takes shape: in 1791 Hogarth's commentator, Dr. Trusler, published, with cuts by Bewick, "The Honours of the Table; or, Rules for Behaviour during Meals, with the whole Art of Carving." And now Mr.

Barnett gives us a "Little Book of Health and Courtesy," * designed presumably for the use of scholars in our primary schools. Needless to say, the duty of courtesy is not now assigned to high reasons such as were brought forward by one old writer :

Curtesye from Heaven came
When Gabriel with Mary met,
Elizabeth Our Lady gret.

Rather would it seem to be the little book's aim to inculcate self respect, and its corollary, respect for others, resulting in civilized social habits, intelligent guidance of physical and moral life, and in good citizenship.

Thinking of its precursors, and of an ideal which linked the details of civil behaviour with man's highest spiritual aspiration, the little book suggests some grave thoughts. But there is room for its teachings in detail and need for its insistence on altruism as a motive. May they prosper !

A MORAVIAN SCHOOL.

NEAR the Lake of Neuchâtel is an old Moravian school called Montmirail, founded nearly a hundred and forty years ago. Portraits of old pupils have been carefully preserved, and the albums containing them form a gallery of many generations and many nationalities. The oldest part of the school is a turreted *château* given by a Bernese count to the Moravian church. There is a little formal garden, warm and sunny, behind it ; at the side are vineyards, then thickets, and beyond them the lake. In the front are farm buildings and large trees, and on another side the garden proper, with shady alleys where the pupils disport themselves. Across the road and some flowery pasture lands are the blue Jura Mountains. There is a green canal, and then more turreted *châteaux*. I remember an evening walk to one of them ; the old terraced garden seemed to me then the embodiment of romance. Many English girls, like myself, come from London and its suburbs ; for them it is almost in itself a liberal education to get to know, for once in their lives, what the country looks like all the year round—and such a country as Switzerland !

The great charm of Moravian schools, and the great benefit that English girls receive from them, is that the life there is so different from home. At some English schools the pupils seem to live a sort of inferior grown-up life. They have hockey clubs and dramatic clubs ; they go to theatres and concerts—all which things they can appreciate far better when they are "out." Their school life is too little different from their after life to make any strong impression on them : there are no special pleasures or disagreeables connected with it. Montmirail has both. A school should have some disagreeables ; early rising, plain fare, and a certain amount of monotony are ills that have their uses at the time, and may become positively pleasurable in the retrospect. Among the pleasures of Montmirail were the long walks. It was delightful to start off on a cloudless morning, and to be out in the woods or on the hills all day. Another pleasure was the celebration of birthdays. I know that cynics and *gourmets* will both scoff at me, but no picture of Montmirail would be truthful which omitted the *meringues* and rum custards which marked a teachers' *fête*—more appetizing to us schoolgirls than Heine's apple tarts. Christmas, too, was a high festival : there were a dozen Christmas trees, all lit up, in the dining-room, to the accompaniment of German carols. Then there were the *plateaux*, the making of which was a peculiar Moravian custom. Each girl was provided with a small board, and, by the help of flour, cardboard, evergreens, dolls, and any other materials to hand, she exhibited an historical scene or a school episode for one of her companions. Sometimes the esoteric meaning was helped out by an *explicit* in rime. A candle was lighted on each *plateau*, and they were all carried round in procession.

In my time outdoor games did not play a very large part in the school life, though there was tennis, and, I believe, they play more now. Personally, I am pleased to know there is one corner of the world where the unathletic person can take a

country walk, enjoy picking new flowers and singing part-songs out in the woods without feeling herself a social pariah.

At some schools it is quite possible for a lazy girl to drift through Euclid and algebra, many branches of science, and even Latin grammar, in a quiet dream, possibly, all the time, fancying herself and being considered by her teachers an industrious pupil. This is not possible when your education is carried on in a foreign language ; it is early forced upon you that you must take trouble to speak and understand. Unfortunately, in most Swiss towns to which English people resort for educational purposes an English colony is formed which keeps to itself and speaks its own tongue, so that as far as language is concerned they might as well have stayed at home.

At Montmirail we spent the day in this manner : we got up at six in summer and at half-past six, unwillingly, in winter ; after the usual light foreign breakfast we had prayers, sometimes in the chapel, sometimes in our room. The school was divided into three or four "rooms," to one of which the new pupil was attached on her arrival ; with its inhabitants (numbering, perhaps, fifteen) she walked, ate, prepared her lessons, and amused herself. There were two mistresses in charge of each room, who relieved one another with the *surveillance*. Each room had, to a slight extent, the *esprit de corps* of a house at a public school. From 8 to 9 there was a lesson ; at 9 we ate a welcome roll ; till 12 o'clock there were more lessons, an hour of preparation or time for practising, with a quarter of an hour's interval for drill. As an instance of the individual attention given to the pupils, I may mention that a kind exception was made for my sister and me in the matter of drill : it was felt so pathetic that we should have to give our sisterly confidences in French that we were allowed three of these precious quarters of an hour to ourselves to talk English together ; otherwise, all day and every day, with the exception of an occasional festival, everybody was supposed to talk French. We walked after dinner (at a quarter past 12) till 2 ; there were more lessons till 4, then milk and another walk, and at 5 o'clock we prepared lessons or had, twice a week, the singing lesson, which was the nicest thing in the timetables. At a quarter past 6 we had supper, then read or practised, had prayers, and soon after 8 went to bed. Wednesday and Saturday were half-holidays, Saturday marred by the week's mending—if one did not learn to sew at Montmirail it was not for want of teaching.

The German element in Moravian schools makes the music unusually good. Everybody does not learn to play well, but all who can sing at all get to know and appreciate good classical music, which is far more important. In the Moravian services they sing the old German chorales, and at festivals they have beautiful tuneful anthems.

It is the religious spirit of the place which animates and harmonizes the whole. The Moravians regard teaching as an *œuvre*, not as a means of livelihood ; the teachers are paid, but the Moravian Church considers teaching a work of equal importance with missions. It impresses the girls—though perhaps they are unconscious of it at the time—that the development of their individual characters is what the director and teachers really care about. There is practically unanimity of feeling amongst them, for very few people teach at Moravian schools who have not this spirit, which is a thing quite apart from the spirit of proselytizing. All the girls in our time were present at the services and lessons on religious subjects ; but there have been Roman Catholics at the school who would, of course, not attend them. Whatever is the exact reason, there is no doubt that on some girls a lasting effect is produced by Montmirail. They look back on their schooldays with the intense feeling which boys sometimes have for their public school. Years afterwards they are seized at times with the "mal du pays de Montmirail," a yearning to escape from their ordinary life and breathe again that atmosphere of calm content.

X.

A COURSE of lectures by Prof. John Adams is announced for the ensuing term. They will be delivered at King's College, Strand, on Saturday mornings at 11.30 from October 7 to November 25 inclusive, and are open without fee to teachers. Application for cards of admission should be made to Prof. Adams, 9 Southampton Street, W.C., giving full name and address of the applicant and the school in which he teaches. The subject is "The Nature and Origin of Ideas."

* By P. A. Barnett. Longmans, 3d. 1905.

COLONIAL AND FOREIGN NOTES.

FRANCE.

AN effect of the struggle between State and Church in France is to keep in existence, or to call into being, a number of schools disproportionate to the population. A few statistics that we have may be interesting to our readers. The primary schools in the principal countries of the Continent last year were estimated as follows:—In France, 83,653; in Russia, 64,813 (barely enough for one-third of the children of school age); in Italy, 59,526; in Germany, 56,580; in Austria-Hungary, 36,618; in Spain, 30,105. As to the number of secondary schools, Italy heads the list, because of the large number of private schools sanctioned and examined by the State. The figures are: Italy, 1,456; France, 1,083; Germany, 1,057; Russia, 1,000; Austria-Hungary, 438; Spain, not stated. If learning is to be measured by Universities, Germany and Italy are the most learned countries, the former having 22 and the latter 21 Universities. But England will soon be ahead of them both.

We venture on a few more figures, which some of our readers will welcome, as others will deplore them. Section A, that is to say, the Latin and Greek section of the new scheme of instruction in the *lycées*, continues to lose its adherents. A report presented to the Conseil Académique de Paris at its summer session showed that in the second cycle the first or highest class of A had lost, as compared with the previous year, 100 pupils; first B had risen from 221 to 306; first C from 446 to 617, and first D from 218 to 444. In the lower classes of the second cycle and in the first cycle a like tendency was apparent. The statistics have reference only to Paris; but those collected in the provinces point in the same direction. It is noteworthy that the disposition now is to abandon Latin as well as Greek. For the tide of favour sets most strongly towards D, which is the section of science and modern languages. It will be seen that in Paris first D has more than doubled its numbers.

The first consequence of abolishing saints' days is that you must look for something to replace them, and must legislate for bank holidays or other intervals of rest. In France a group of artists, men of letters, and politicians has been formed to promote the institution of what it calls *fêtes humaines*, in celebration of the great achievements of humanity, and particularly of Frenchmen. Its first step has been to call on the Minister of Instruction to require teachers, on the eve of the 14th July, to read Michelet with their pupils and comment on his pages. Do the teachers welcome the proposed addition to their labours? No; they are already growing irate at the very thought of it.

GERMANY.

In an address delivered before the general meeting of the Societies for School Hygiene at Stuttgart Prof. Viëtor, of Marburg, touched on several vexed questions of education. We summarize what is itself a summary of his contentions. He laid down as fundamental three principles: (1) It is desirable that instruction in foreign languages should be preceded by a longer period of occupation with the mother tongue, more time being devoted not to grammar, but to the awakening and fixing of a *Sprachgefühl*, and to phonetic training in connexion with the dialect of the pupil. (2) Time saved by postponing foreign languages should be given partly to recreation, games, and free activity, partly to the work of leading a child both to observe and to express his observations graphically. (3) The postponement should not prejudice the demand for a shorter school day—that is to say, it should not involve, at a later time, an addition to the hours demanded for the teaching of languages. The school of the present day was subjected by Prof. Viëtor to some sharp criticism. Boys, he said, were overburdened. The twenty-five to thirty-one hours in school required from the pupil of the *Gymnasium* in the lower classes, and the thirty to thirty-six in the higher, were far too many. And too many subjects were taught simultaneously—in the *Gymnasium* during the latter part of the course thirteen compulsory and three optional. The very terms "subject" and "subject master" were hateful, for through the claims of "subject masters" the school had become "ein Spezialitätentheater, aber keine moralische Anstalt." Trained to teach "subjects," the teachers lacked the necessary pedagogic preparation for their work, and therefore could not understand their pupils. From 60 to 63 per cent. of the hours available for instruction were allotted to languages. Latin had the lion's share, and so caused German to go short. The end proposed—to give the pupil an understanding of the most important classical authors and to initiate him into the spirit of classical antiquity—was too high, and not justified by any want. The method of teaching Latin was clumsy, uninteresting, and out of date. An expensive and widely used Latin exercise book, again, gave rules for

Particularly on the Teaching of Latin.

gender in rime! That was not the way to make a boy learn the language and penetrate its spirit. The one intelligent method of teaching was the inductive. Reading, question and answer (in Latin), the narration of stories, &c., those were the chief instruments to be employed; grammar was only an auxiliary science to be introduced at a later stage, all abstractions being alien to the mind of a child. No rule and no word should be learned for its own sake. The main thing was to stimulate the interest of the learner by getting him to make inquiry for himself.

Our readers will see that Prof. Viëtor, whose name is a name of weight, would have no hesitation in applying the New Method to the teaching of Latin. We are here reporters and not critics. But we may say that for ourselves it grows more and more clear that the method of teaching a classical language depends on the place assigned to composition. While the ultimate test of scholarship is, as it still is in England, the elegant imitation of ancient writers, the drill cannot be the same as that which would suffice for an understanding of them. It must be more severe, and it must be begun earlier. Whether scholarship should be so estimated or the composition exercises be designed merely to impress the leading and indispensable rules of grammar is a different question, and one that we do not pause to answer. We continue our abstract of Prof. Viëtor's address. It was unnatural, he urged, to begin language-instruction with an ancient language. With German boys, English should come first, because it was easily learned, and of great practical utility. French should take the second place, Latin the third, and Greek the fourth. If this order and the New Method were adopted, the period of instruction might be shortened without impairing attainment, and the time of introducing a foreign language to the child be put back for a year.

His Order of Languages.

We have often known it argued that Greek should be begun before Latin; and there are those who maintain—see the back numbers of this journal—that, in the school, it should never be begun at all. But pedagogues would be uninteresting if they were unanimous. Let us leave languages, which, after all, are not the whole of life even in schools, to touch on other matters. The summer meetings this year produced an unusually large crop of complaints about "over-burdening." A real evil seems to underlie the protests; but the grievance is not ours. The gathering of the teachers of Baden at Karlsruhe called forth a paper suggestive for us as well as for Germans. Prof. Luckenbach treated of "The Use to the School of Works of Art locally accessible." Casts and picture-albums, he said, had brought the art of the ancient world into the service of the teacher. It still remained to use for the purposes of instruction local art-monuments—the originals and not mere representations of originals. Often it happened that a school lay close to a famous cathedral; yet no teacher thought of taking his pupils into it, and helping them to understand it. But, if boys had first *drawn*, for example, a Gothic church, the contemplation of one might become endlessly instructive. Konstanz and Wertheim, Heidelberg and Freiburg offered much that was worthy of study. A teacher who had to talk of such subjects as the opposition between Classicism and Romanticism could give his words most force and meaning, if he seconded them by an appeal to accessible objects of art.

A neglected means of Instruction.

The point is that well informed contemplation is useful, whereas the stare of ignorant wonder can yield nothing but a vague impression of uncertain value. There must be preliminary instruction and, if possible, some drawing done before the products of art are studied; but this instruction is seldom, we believe, given in England; which is the reason why young Englishmen on their travels so often can only gape at the beauties of art and seek belated light in the pages of the guide-book. We wonder how many London boys have had true object lessons from St. Paul's or Westminster Abbey. A movement is on foot in Holstein to establish country *Volkshochschulen* on the Danish model. The students are to come from the ranks of the yeomen, farmers, cottagers, and quite poor labourers. They may be of any age except the school age. The subjects of instruction are to be the history of Germany and of Holstein, agriculture, German and literature, arithmetic, geography, and natural science. By making himself acquainted with the results of science the farmer is to be put into a position to compete with the large landowner. Of some social significance, the project is also interesting as one of many devices for carrying on the work of the primary school.

Italy. Does the primary school really do its work? Does it furnish, as it is theoretically designed to furnish, "an education elementary, but complete in itself"? Partly because it does not, partly because so many escape its net, there remain in all countries a large number of illiterates, of persons who can neither read nor write. Italy, in particular, abounds with these illiterates, and is taking fresh measures to supplement the work of its primary-school system by means of evening classes. The law of

Evening Schools.

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July 8, 1904, has lately called into existence new courses for adults. It anticipates the creation of three thousand such courses, and appropriates a sum of £20,000 for the payment of those who conduct them. Information collected by the Government shows that already in the year before the new law was passed there were 5,416 evening schools, with 174,252 pupils. Unfortunately, the attendance was worst in the South, where illiteracy is greatest. The need for after-school education is brought out by some striking figures. If the primary-school system were effectual, all children twelve years old should be able to read; but 36 per cent. of Italian boys, and 37 per cent. of Italian girls, cannot do so. In the southern provinces the proportion of illiterates rises to 60-66 per cent., and in Calabria to 69-81 per cent. The difficulty, as usual, is to make uneducated people see the value of education. Communities in which half the children are unable to read have protested against the opening of evening schools!

UNITED STATES.

The age for compulsory attendance at school has been raised in Massachusetts from fourteen to sixteen in the case of all children "who cannot read at sight and write legibly simple sentences in the English language."

A Good Move.

In this way education, it is hoped, will overtake the truant and the dullard, if it be with slow foot. School Committees, superintendents, and truant officers are to see that the provision is carried into effect. The phrases "to read at sight" and "to write legibly simple sentences" are to be taken strictly and interpreted in the true interest of the child. The intention is that every child, before leaving school, shall have acquired such facility in reading and writing as to enable him to continue his education afterwards and to prepare him to be an intelligent worker. The new move impresses us as admirable, and we recommend the introduction of this simple *Abiturienten-Examen* into English elementary schools. With it the Compulsory Education Act might be made to do its work, which at present it does not do. We might then go on to the corollaries of compulsory education. We might, for example, abolish the illiterate voter; and we might compel a juryman to give some proof of trained intelligence before he enters the box.

Educational Progress.

A hundred years ago the one universal study was reading. Thus in 1816 there were in the schools of Ipswich, Massachusetts, which were foremost among those of the United States, 856 pupils. Of these only 476 "took" writing, about 230 spelling, 153 arithmetic, 85 English grammar, 75 geography, 9 Latin, and 1 Greek. The effect was that few children could hope to serve the State except in a humble capacity. Hardly then could the way be traversed from log-cabin to White House. It is because education is essential to the democratic principle that America has striven so earnestly to promote it. Nothing could be more significant than the change that has taken place in the curriculum of the elementary school. There have been added to it, among other subjects, manual training, music, drawing, and gymnastics. For it has been recognized that the all-sided development of even the poorest child is an object worth pursuing. The people of New York city, being consulted as to what they thought should be given by the elementary school, pronounced unmistakably for education, not merely for a knowledge of "the three R's." Elsewhere the people have declared that, if reading and writing were sufficient, they would have no need to spend money on a child's education after his tenth year. Those States are most prosperous in which the bodies, minds, and characters of the young are most carefully built up. We say these things for the benefit of those who still contend that the barest rudiments suffice for the children of the poor, and believe that you spoil an embryo carpenter by teaching him to sing.

The writer of these lines has frequently urged the claims of the school-garden. Now, if he may speak *more Hibernico*, the school-garden turns and rends him. It is an excellent institution whilst it is subordinate to the school and whilst its work is strictly educational. But the latest achievement of a school-garden is far from laudable. It may be reported in the words of an American contemporary. "As an example of what can be done, last year one boy provided a family of five with vegetables all summer, besides selling over 5 dollars' worth to the neighbours." Others may regard it as an example of what ought not to be done. The young gardener can hardly have been getting the all-sided education of which we have just spoken, and what he developed most was probably the commercial instinct in him. It is an evil thing to make a place of education into a place of trade. Learning to live includes learning to get a living, but is not identical with it. Bread-winning is only a *secondary* result of the teaching of the school. A school must be losing touch with its true mission if its gardens are employed to supply the neighbourhood with vegetables.

Arbor Day is, in one sense, a homage to Nature. It may also be utilized to connect the present with the past, as a recent celebration shows. For seven years the classes of botany in the Pittsburg High School have observed Arbor Day by planting trees in Columbus Grove, in

Schenley Park. This park contains over four hundred acres. The classes in the Central High School plant sweet buckeyes, the classes of the normal department and the children in the training rooms elms, and the classes in the South High School tulip trees. As this year is the semi-centennial anniversary of the organization of the Pittsburg High School, it was thought appropriate to combine with the usual exercises the planting of fifty oak trees for the fifty classes from 1859 to 1908 inclusive, fifty oak trees for the teachers of the past, five oak trees for former principals, and eight oak trees for the High School boys who enlisted in the Civil War and are now dead. The services of Memorial Day were linked to the planting of the trees, which was preceded by addresses. At each memorial oak was a delegation of four of the present pupils of the High School, who assisted in the planting. The class oaks are named for the respective years. The section containing the fifty oaks for former instructors is indicated by the legend: "In Memory of Faithful Teachers." Between these two sections is the soldiers' circle of eight oak trees with the inscription: "Pittsburg High School, in Memory of the Boys in Blue, 1861-1865." The five oaks planted in memory of the five principals are to be marked with their names. The procedure exhibits an interesting means of bringing out the fact that a school, with ever changing elements, has nevertheless continuous life.

CANADA.

The Report of the Minister of Education for the Province of Ontario, just received, is for the year 1904, and the statistics that it gives are those of 1903. The latter year shows a small increase in the number of public

The Report for Ontario.

schools, but a decrease in the number of pupils on the register, and a slight falling off in the average daily attendance. The teachers employed were: men, 2,062; women, 6,498—which is a decrease of 138 men and an increase of 201 women. Teaching tends, as in the United States, to pass more and more into the hands of women. Readers of this journal will not need to be told why. We observe, however, that a larger sum was spent on education than in the preceding year, and that some part of the additional expenditure fell to the teachers.

Perhaps the brightest feature of the Report is its statement of the success of the continuation classes, which is now assured. We quote a few words from it:

Continuation Classes.

"The experience of four or five years proves the wisdom of the provision made for giving ample facilities to School Boards for extending the work beyond the requirements of the public-school programme. The revised regulations give clearer recognition to continuation classes, while the responsibilities of the trustees are also increased. Continuation classes—at least those of the highest grade—may be regarded as simply small secondary schools. Many of the provisions for high schools apply to continuation classes, and they are subject to similar examination requirements so far as concern the preparation of teachers. In 1903-4 the total number of continuation classes was 419; of these 68 were in Grade A, 45 in Grade B, 118 in Grade C, and 188 in Grade D. The total number of pupils enrolled was 4,598, and the number of teachers employed in continuation class work was 443."

For the support of the continuation classes a grant is made by the Provincial Government; but the County Council is obliged to give an equivalent. Travelling libraries, too, have been successful; they have been taken

Something lacking.

advantage of by men working in the lumber and mining camps. As to higher education in the colony, the University of Toronto can point proudly to its progress and expansion. It lacks, however, something. Lest we should be charged with urging our own hobbies, we let the President of the University say what that something is: "In the University Act the subject of education is specifically mentioned as one of those to be taught in the University. No provision, however, has hitherto been made in this direction. That it is the duty of a University to afford teaching in this subject has come to be generally recognized by educationists, and a department of education indeed is provided for in the leading Universities of this continent. Such a department would be of the greatest possible benefit to those intending to enter the teaching profession, who form a considerable portion of the student body. In this connexion it is worthy of consideration whether it would not be to the best interests of the professional training of teachers to transfer the work of the Normal College to the Provincial University. The advantages which would by this step accrue to the teachers in training through access to the facilities of the University in all departments would, in my opinion, prove of incalculable value."

INDIA.

Progress is being made with the scheme, outlined in this column, for the establishment of an aristocratic college at Ranchi in Bengal. Already 2½ lakhs of rupees have been promised. To attract large subscribers the Committee have decided that a donor of anything between

Rs. 10,000 and Rs. 40,000 shall have "his name recorded on a tablet in some conspicuous part of a hostel," and that a donor of Rs. 40,000 or more shall be entitled to have one of the hostels named after him. If any of our readers desire immortality, the opportunity is open to them. But we always like to see the rich—and rich men's sons are here in question—helping themselves.

We must not forget, however, that much is being done by the wealthy and by the native princes of India to foster education. A recent example of munificence may be cited. The Maharaja of Bolarampur has offered the handsome donation of Rs. 3,00,000 towards the building of Canning College, Lucknow, which is removing to a new site, the old buildings having become inadequate for the growing requirements of the institution.

The State, too, contributes to the support of education, although with none too liberal a hand. An item of Indian news will serve to show that it does something. A sum of Rs. 2,00,000 has been allotted by the Government of India to the Calcutta University for 1904-5, out of the special grant of Rs. 5 lakhs which the Government had decided to make for the benefit of University and collegiate education. The objects upon which the Governor-General desires this grant should be expended are:—(a) The payment of travelling allowance to Fellows residing in the *mofussil*. Rs. 5,000 has been given for the purpose. (b) The inspection of colleges. In order to meet the initial expenditure connected with this proposal, a sum of Rs. 15,000 has been specially allotted. (c) The acquisition of land for the use of the University. The balance of the grant (Rs. 1,70,000) has been set apart to be utilized for this purpose.

BURMA.

The Report on Public Instruction in Burma during the year 1903-4 is of a satisfactory character. It shows us an increase of 785 scholastic institutions (public or private) and 15,610 pupils. Of the two colleges Rangoon has 166 students, and the Baptist College 28. If vernacular secondary education progresses slowly, a great advance has been made in the encouragement of vernacular primary education. Training schools have risen from six to eight. As to the education of women,

it is good to learn that there are 47,500 girls under instruction, or nearly 5,000 more than last year. The Burmese parent, we observe, has parental characteristics. His control of his offspring is lax in the extreme. "What a son wants he gets, and what he wants to do he does; it is the son who leads the father, and not the father the son. The fathers simply pander to the whims and fancies of the boys, and exercise no control or discipline whatever." But, doubtless, there are some judicious parents both in Burma and in England.

CORRESPONDENCE.

BOARD OF EDUCATION REGULATIONS FOR SECONDARY SCHOOLS.

To the Editor of The Journal of Education.

SIR,—Mr. F. Varley's article in your journal voices the cry of many head masters, especially those of the smaller public schools, who feel these restrictions most.

May I suggest that the various branches of the I.A.H.M. read and discuss this article at their next meeting? The I.A.H.M. Annual Meeting takes place early in January, 1906, and the meeting might then consider the result of the branch discussions. I believe the Board of Education itself contains members who would sympathize with a whole-hearted attempt on the part of the I.A.H.M. to remove the present restrictions, which are mostly needless and hamper the true cause of education.

Schoolmasters are so often accused of not being practical, but pedantic. Here is a great opportunity: shall we allow it to pass?—Yours faithfully,

Grammar School, Dartford, C. JODRELL MANSFORD.

September 15, 1905.

(Continued on page 718.)

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GYMNASTICS AND GAMES MISTRESSES.

To the Editor of The Journal of Education.

DEAR SIR,—May I say a word of protest against the reflections recently cast by two of your correspondents on the character and general education of gymnastics and games mistresses? I myself have been through a physical training college, where I knew students of four different years. I think I am right in saying that the great majority had been educated at good schools, and had passed such examinations as the Senior Local before entering college.

The fact is, as any one who has seen from the inside will testify, that without the advantage of a thorough mental training to start with it would be almost impossible for a girl, in addition to her practical work, to get through in two years the courses in anatomy, physiology, pathology, kinesiology, hygiene, &c., &c., and to pass examinations of a high standard in these subjects. In the matter of spelling and composition gymnastic mistresses are not the only offenders. I have myself had letters from head mistresses which have not been altogether faultless. I recently received one, for example, which began in the third person, and lapsed after a few lines into the first. Clearly, therefore, one must not generalize from a few instances; but this is what "another head mistress" would rather appear to do. At least the opening paragraph of her letter seems to imply that her judgment of gymnastic mistresses in general is based on the case of one, apparently unsatisfactory, lady, whom she has, nevertheless, retained on her staff for seven years.

It is hardly fair from the failure of individuals to infer a lack of education and refinement throughout a profession the entry into which is by no means as easy as is often supposed.—I am yours faithfully,

September 14, 1905.

TRAINED GYMNAST.

To the Editor of The Journal of Education.

DEAR SIR,—The chance of obtaining an unsatisfactory gymnastic mistress would be reduced to a *minimum* if those who engaged them insisted on a certificate of a public examining body instead of accepting one from the college in which the student was trained. It is apparent that the trainers are not the best judges of their students' capabilities. It would be unfair to ask the name of the college from which "Head Mistress" obtained her gymnastic mistresses, but it would be interesting to know if they were all from one college. If they all hailed from the same college, or if they were even trained on the same system, the remedy is obvious.—I am yours faithfully,

TRAINER.

TWO PEDAGOGIC QUESTIONS.

To the Editor of The Journal of Education.

SIR,—As a teacher living in a remote part of the Empire I am helped very much by *The Journal of Education* in keeping in touch with the best thought in England upon scholastic matters.

There are two questions upon which I now desire some enlightenment. Of neither of them can I recollect any discussion in your columns.

The first is this: What is regarded as the proper limit to the number of pupils in a secondary school? I presume that such a question demands for a satisfactory answer the knowledge of experts in (a) boys' education, (b) girls' education, (c) management of boarding arrangements. Such expert knowledge ought to be reached most easily through your columns. I am assured that Thring laid it down as an axiom that no secondary school should be allowed to grow beyond the number of three hundred. This appears to me a somewhat arbitrary limit, and is surely not endorsed by American and German authorities.

The second matter on which I desire some information relates to the presence of the head master or head mistress at the ordinary meetings of the governing body of the school. What is the usual practice in (a) England, (b) America, (c) France, Germany, and other Continental countries? There seems to be much to be said on each side. On the one hand, it is difficult to criticize the management of the school in the presence of the chief executive officer; but, on the other hand, should be remembered all that is involved in the saying: "Les absents ont toujours tort."—I am, &c.,

ULTIMA THULE.

Aug. 21.

PROF. VIETOR'S PRONUNCIATION.

To the Editor of The Journal of Education.

SIR,—Will you kindly allow me to make use of your journal for the purpose of trying to elicit the opinions of language teachers upon the pronunciation (of French and English) taught by Prof. Vietor? In both languages his pronunciation differs from that to which many of us have become accustomed. Is it we who are wrong? In teaching French I have been inclined to follow Vietor, but I am doubtful as to the accuracy of some of his remarks upon English pronunciation.—Yours faithfully,

D. A. I. S.

September, 1905.

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OCCASIONAL NOTES.

IT is good to hear Sir William Anson frankly admit that national expenditure on secondary education is far below what it should be. But, he adds, the shilling income tax indicates a period of financial pressure. So soon as matters improve in this respect the first duty of the Treasury will be to provide further funds for secondary schools and pupil-teachers. It is not only money that is wanted, though that is urgently necessary. We want an atmosphere cleared of uneducational squabbles, so that the Board may devote their best energies to the development of education. Sir William confesses that he is unable to give his whole attention to the proper problems of his office because of the introduction of so many matters that ought to be irrelevant. He finds, judging by his experience at Whitehall, that the three R's are now Religion, Rates, and Repairs. The last of the three we shall always have with us, though the present "odium theologicum" may be moderated. Repairs must soon be settled, and rates can be readjusted. But it is well to realize that the principal work of the Board at the moment is concerned with these three non-educational problems. The wonder is that any advance in education is possible. Yet the progress has been enormous in the last two years.

WE are informed that the College of Preceptors has decided not to entertain the proposals for the establishment of a College of Secondary Teachers in the elaborate form that has been published. This decision has always seemed to us inevitable, and we are only surprised that the College dallied so long with the idea. We are obliged to admit that the policy of federating bodies of secondary teachers has received a check; but we are convinced that the check is but temporary. The original proposals were far too ambitious, in view of the want of unity that exists at present

among teachers in secondary schools. Long ago we urged the promoters of the policy to be satisfied at the start with a joint committee representing the various bodies. If this committee were established and properly controlled so as to secure the confidence of the supporting bodies, it might eventually grow into a real federation. It now seems likely that this plan will be adopted.

CANON WILSON discoursed last month to the pupils of Bath College on "Public Schools," and few men can speak on the subject with such authority. Mr. Wilson was, for twenty years, an assistant master at Rugby under Dr. Temple before he was ordained, and succeeded Dr. Percival as Head Master of Clifton. He will be remembered as the first to advocate, both by precept and example, the systematic teaching of science in secondary schools. We may then take heart of courage when Canon Wilson, in defiance of Prof. Armstrong, Mr. A. C. Benson, "Kappa," and all the newspaper critics, agrees with the verdict pronounced by Dr. Jowett, that there is no branch of education so efficient and so thoroughly carrying out its purpose in England at the present day as the public schools. His visitors at Clifton, from America and the Continent (so he assures us), used to regard with admiration, not unmixed with envy, "the extraordinary merits" of an English public school, "some secret which they did not possess of infusing the importance of discipline, of love of study, and high character in the boys." We must, of course, discount this encomium as in part the genial optimism of an *emeritus* head master, appropriate only for a prize-giving, and, as we read on we find at the end, like the postscript to a lady's letter, an admission of failure which flatly contradicts the main contention. Judged by University attainments, the public schools are a failure. The lion's share of honours and distinctions falls, not to the great public schools, but to the smaller grammar schools and primary schools. And the reason, as Canon Wilson euphemistically puts it, is that in the latter class of schools more is left to the individual work of the boy. This is, after all, the very same charge that Mr. Benson, with more plainness of speech, made against the system of Eton. Boys are drilled, disciplined, coached for scholarships, or crammed for certificates, but they are not made, are not even encouraged, to pursue knowledge for its own sake, to think for themselves.

OF this vital defect which Canon Wilson brushes aside as an unconsidered trifle, the evidence is cumulative, and we quote Dr. Clifford Allbutt simply because his speech is reported in the same number of the *Times*. Our boys, he said, are taught "to ride and speak the truth," but in those other qualities which rule the world, "intellectual seriousness, steady powers of attention, self-knowledge, large and systematic conceptions of present and coming events," the ordinary products of our public schools are singularly deficient. Consequently, in later life, they prove "incurable empirics with no better motive than that of muddling through." Neither on the classical nor on the modern side did the average boy become conversant with the masterpieces of human thought, and of the ideas that had ruled the world he left school with no conception. There can be little doubt that Dr. Allbutt's diagnosis is the truer one. As we read his antitheses, we are irresistibly reminded of Livy's character of Hannibal: "Has tantas viri virtutes ingentia vitia aequabant."

r. Allbutt
on
Public Schools.

THE Head Master of Repton, speaking at the Southwell Diocesan Conference, said: "They might at least expect from the next Government with regard to elementary schools the reversal of the present proportion of managers in non-provided schools." The words are ambiguous, and we need not inquire whether Mr. Ford signified a rock ahead or the minimum of reform. We are more concerned to note Mr. Ford's views on secondary schools. He begins by admitting that in their case the religious question had up till now hardly arisen; and, further, that undenominational teaching ("colourless" is his word) had the support of the bulk of the Nonconformists and a great part of the Church laity. But, apparently, this peaceful policy of live and let live does not satisfy him. He postulates that, in the future, (1) teachers must be Christians in conviction as well as name, (2) the religious teaching must not be divorced from the secular, (3) the religion taught "must not be the mere Bible as interpreted by the individual who happened to be teaching it, but the teaching of the Church itself that sanctioned it." To the first two propositions we take no exception, though the former might be inquisitorially interpreted by a clerical head master. Against the third, if we understand it aright, we must emphatically protest. It seems, to put it crudely, the teaching in our public schools of the Thirty-nine Articles. It is only because they have been lay-minded that clerical head masters have so long survived.

THE Head Master of Dulwich is a true exponent of "English Ideas on Education" when he lays down in the *Independent Review* that "Greek should not be a compulsory subject for matriculation at the University, and that even ordinary boys [*i.e.* non-science students] would be best off if they had only one ancient language set before them for their study" except in special cases. On another point Mr. Gilkes gives voice to national aspirations: "Englishmen are beginning to desire that boys should issue from their several schools trained to view their civic duties properly and to perform usefully and cheerfully those duties that are binding on every citizen." Whether "military drill" falls among them we will not now discuss, but we quite agree in including "the power to handle a rifle effectively." This division of subjects into things which admit of measurement and things which do not does not seem to us very sound or fruitful. It would be hard to decide under which head geography, or, for that matter, prosody, should be placed, and it leaves entirely out of account the æsthetic side of education, music, drawing, or manual skill.

AFTER prolonged negotiations the Council of the G.P.D.S.C. have at last succeeded in formulating a scheme which at once satisfies the requirements of the Board of Education and secures the interests of the shareholders. If, as there is little doubt will be the case, the resolutions of the Council are passed by the General Meeting, the company will be turned into a trust, the capital being gradually extinguished by repayment (and interest in the meanwhile at the rate of 4 per cent.) within the next fifty years. The Council hope by this step not only to secure a large sum in Government grants, but also to commend their schools to Local Authorities and protect them from undue competition with rate-aided schools. The change from proprietary to public schools is all to the good, and, though, as it turns out, the shareholders have

made a profitable investment, they deserve none the less credit for embarking on what must have seemed at starting a very risky venture. The joint in their harness is the wholly inadequate salaries that they pay to their assistant mistresses, and we may hope that the legitimate competition of County Council secondary schools will tend to remedy this defect. We also hope that the second object of the trust, "to provide in connexion with any school maintained by the trust means for training student-teachers," will be restricted to a few select schools. Properly organized under a mistress of method, in a great school like Blackheath, nothing could be better than such training. Left to the head mistress of a small school as an extra duty to be performed in her leisure hours, nothing could be worse.

MR. CYRIL JACKSON has held the post of Chief Inspector under the Board of Education for two years only. The news of his resignation will therefore come as a surprise to most readers. But it has been known for some little time that Mr. Jackson's views on some important points connected with the reorganization of the inspectorate were contrary to those of the Board. Mr. Jackson is young enough, both in years and as a Government official, to retain considerable independence of thought and action. But it is obvious that in a large organization, controlling the education of the country, personal views must be often held in check. The experiment of placing Mr. Jackson at the head of the inspectorate, when he had not served an apprenticeship at the Board, seemed always a doubtful one; and we do not regret the news that Mr. Jackson has decided to transfer to other spheres his undoubted powers. Apart from the justifiable dislike on the part of a body of competent and tried public servants to see a comparatively young man from the outside placed over their heads, there is the equally natural desire that the higher positions in the inspectorate should be filled by promotions from the lower. It appears that Mr. Jackson's resignation, though allowed to become public, does not officially take effect until the end of the financial year.

IN years to come when Japan is the centre of the "World State," and when the Mother of Parliaments listens humbly to the words of wisdom that issue from Tokio, perhaps the historian of the time will point to the England of the twentieth century as an example of a country that failed because its inhabitants were too comfortable to make any effort to improve. Japan has brought home to us the lesson, often enunciated before, that efficiency is only acquired by conscious effort, by deliberate self-denial, and by determined will. As a nation we are so comfortable that we cannot believe we shall ever be otherwise than happy and prosperous. And teaching reflects the belief of the people. To descend from the clouds to a particular instance, we are still too much under the dominion of those who think that the object of education is to produce a man with literary sensibility. We look upon the power of enjoyment of literary style as a greater possession than the sense of satisfaction that results from a piece of useful work accomplished. It is true that we talk of the formation of character, but, in doing so, we refer to the playground and the study and not to the class-room. Those who would aim at teaching a boy to prepare himself for the duties of citizenship, or how to earn his living in a better way, are sneered at as utilitarian. To the "cultured" man, and most of us teachers have earned the appellation, no shaft is more venomous than "utilitarian."

THE tenure of assistant masters at the Hackney Downs Grammar School, previously called the Grocers' School, seems to be made as secure as possible, failing an appeal to the Board of Education, which is still **Tenure under the L.C.C.** a *desideratum*. The position at Hackney is this: the Governors, after consulting the Head Master, will recommend to the London County Council any assistant master for appointment or dismissal. In a sense, it is, of course, impossible for the Council, which is already overloaded with work, to attend to details of this character. It will, no doubt, fall to the permanent officials to consider the recommendations of the Governors. And really we do not see why the officials of the County Council are less to be trusted than the officials at Whitehall; and we do not suppose that any one would suggest that Lord Londonderry or the House of Commons should deal with the dismissal of assistant masters. But the additional security gained is obvious when the dismissal has to go through three stages. The Head Master must advise it, the Governors recommend it, and the County Council (*i.e.*, its permanent officials) sanction it. If any case of alleged injustice or hardship were to arise, it would not be difficult to secure the discussion of the matter by the Education Committee of the Council.

THE *Teachers' Guild Quarterly* publishes some instructive tables relative to the salaries paid to assistant masters and mistresses of secondary schools in London, and comparing them with scales for other teachers. The information has been collected by the Conference on London **Salaries in London.** Salaries. It is shown that the average salary paid to assistant mistresses in London schools does not, in the case of any single school, reach the maximum received in primary schools, and is therefore far below the maximum for mistresses in pupil-teacher centres. Similarly in the case of men. In no school does the average work out at a sum as high as the maximum for teachers in pupil-teacher centres. Figures have been obtained from twenty-seven boys' schools with 327 masters, and from fourteen girls' schools with 123 mistresses. All these schools receive grants from the County Council. Before long, we cannot doubt, the Council will issue a scale of salaries for secondary schools, and grants will be withheld if the governors pay less than the scale. But, unless fees can be raised—an alteration we should welcome in many schools—the additional money must be got from the public purse, and this is not a propitious moment for suggesting further expense to the ratepayer. But let it be noticed that teachers in elementary schools, though they may complain of their present salaries, would be far worse off had they not exerted continuous pressure on the paymasters. Secondary teachers must carry out a like campaign.

OF a play written by Mr. Bernard Shaw that was lately acted in a London theatre it is perhaps fair comment to say that the only wise words are spoken by the mad priest. We are irresistibly reminded of **C. B. S.** Mr. Shaw himself. If, indeed, he be an enthusiast, caring only for the welfare of his generation—a reading of his character hinted at, perhaps playfully, by Mr. G. K. Chesterton—then he must be overwhelmed with sadness at the newspaper comments on his advice to teachers. In a recent number of *Great Thoughts* he has attacked us again, hurling at us the most opprobrious epithets and attributing to us all possible faults. We do not claim to be perfect: indeed, taking ourselves in the lump, we are of the most modest. We may

be silly, but we do our best; we may be cruel, but we desire to be kind; children may hate us and we may hate them, but most of us believe that it is far otherwise. There never was a time when teachers took their work more seriously than they do to-day, or when their minds were more awake to catch new ideas and to make the best of their opportunities of aiding the rising generation. If Mr. Shaw would start with the assumption that we try to do our best, and would tell us soberly how to do better, we would all listen with gladness. We believe Mr. Shaw has a real and useful message to deliver, but so long as it is veiled in mere abuse it cannot be read.

THE result of the persistent agitation of the Assistant Masters' Association and of the Teachers' Guild may be seen in the tenure clauses of the schemes for schools at Ipswich which have been approved by the Education Committee of that town. The one dealing with the Grammar School, henceforward to be known as Ipswich School, contains this clause: "The Head Master shall, subject to the approval of the Governors, have the sole power of appointing, and may, with the like approval, at pleasure dismiss, all assistant masters in the school." The Head Master also has the right of suspending an assistant master, and must report his action forthwith to the Governors. In the second scheme, dealing with the Middle Schools for Boys and Girls, now to be known as the Ipswich Municipal Secondary Schools, the clause runs: "The Governors shall appoint, on the recommendation of the Head Master, and may at pleasure dismiss, all assistant masters in the school; but before dismissing an assistant master they shall consult the Head Master in such manner as to give him a full opportunity for the expression of his views." The power of suspension is also granted. This practically secures in both cases the main point at issue—namely, that the Head Master, as the professional adviser of the Governors, should in reality select his men, but that his choice should be confirmed by the Governors and his power of dismissal checked by reference to them.

BOTH these schemes for the Ipswich schools recognize clearly that the assistant master is the servant of the Governors who pay him his salary. In the one case the Governors delegate their powers of appointment to the Head Master, who acts for them, but whose action must receive their ratification. In the second case the Governors nominally appoint, but only after consulting with their adviser. Dismissal stands on a similar footing. But there is one point to which we would draw attention. A distinction is made between the powers of the Head Masters which is evidently a survival of the ancient classification of the Charity Commissioners. The wording of the clauses would seem to imply that the Governors have a more trustworthy agent in the one case than in the other. The Head Master of Ipswich School will, with the approval of the Governors, appoint and dismiss. In the case of the Municipal Schools the Head Master and the Head Mistress can only advise the Governors on these matters. In practice we do not suppose there will be any very real difference. But the intention of the clauses is to imply that the heads of the Municipal Schools have inferior qualifications as professional experts. Every one knows that no reason exists why this should be the case. The distinction is out of date and should not be perpetuated. Was Dr. Poole any less able than Mr. Phillpotts to choose assistant masters?

WE have referred to one matter in which we think the Board of Education might well propose a modification in the Ipswich schemes. They might put the Head Masters and the Head Mistress on the same footing as regards the appointment and dismissal of the staff. Another point seems to us of very serious importance, and we sincerely trust the Board will make strong representations to the Ipswich Education Committee on the subject. It is this: the proposal is to have two governing bodies in the same town dealing with secondary education. Pupils may stay at any of the schools until the University age. To some extent the schools will be rivals: the Governors cannot but feel in competition with one another, and there will be overlapping and waste. It is true that both governing bodies refer to the Education Committee for their authority. But that reference does not ensure co-ordination. At a moment when the Education Act aims at putting all grades of education under one Authority, it seems a retrograde step to allow the formation of two separate bodies to manage the secondary schools of Ipswich.

ON the main question as to whether two schools are wanted at Ipswich, and as to how, supposing the two are needed, the curriculum is to be differentiated, it is not so easy to give a decided opinion. It seems pretty clear at starting that the difference will be mainly social. Some parents who can afford the higher fee will pay it cheerfully for the sake of a certain exclusiveness which will mark the more expensive school. There can be no objection to this so long as existing class-feeling survives; and we think it eminently fitting that the parent should pay the greater proportion of the cost of education when he can afford to do so. The point that concerns us is rather this: will there be sufficient parents in Ipswich to pay the higher fee when they realize that an education probably just as good, as far as intellectual discipline is concerned, can be had at a much lower fee? If an attempt is made to make one a classical school and the other modern, as it is called, it must be remembered that classics cost less in equipment than does science, and that the sons of the wealthier classes are more inclined to become engineers, manufacturers, and doctors than they are to become schoolmasters, parsons, or *dilettanti* men of letters. There may be room for the two schools in Ipswich, but the experience of other towns makes it at any rate possible that the one with the more modern curriculum and the lower fee will eventually deplete the form-rooms of the other.

NEWS reaches us that the authorities in Jamaica, being in want of money, are cutting down the grants for education. To such a proceeding we cannot but give the strongest condemnation. At home our Education Authority at Whitehall is preaching to us almost daily that education is the right of every citizen, and that ratepayers must be prepared for sacrifices of money that mean in reality an investment destined to bear abundant interest in the future. Our politicians are telling us to think imperially, and to consider the whole Empire as our care. And in Jamaica the development of education is to be arrested, and teachers are to suffer, for the want of a few thousand, or it may be a few hundred, pounds. To allow such a state of affairs would be to make our Imperial responsibility a mockery. If we believe in the value of education—and our public orators are constantly trying to convince us that we do—then we must see to it at once that the children in Jamaica do not lose their birthright as children

of the Empire because the island is in a state of temporary financial embarrassment.

IN criticizing an institution or a system, an outsider enjoys undoubted advantages. He is free from "Was uns alle bündigt das gemeine." The best satirists of contemporary society, from Montesquieu down to the author of "John Chinaman," have affected this coin of vantage. But it has its drawbacks, and the genuine outsider, however shrewd, now and again scores a magpie when he thinks he has made a bull's-eye. Then generalizations are prompted by "Kappa's" discourse on bullying in the *Westminster Gazette*. He quotes two cases of gross bullying taken from recent popular school novels, and draws the inference that "at many public schools gross and cowardly cruelty is very inadequately held in check." This is a charge it is impossible to refute; but we who may claim to speak as insiders are as firmly convinced that there is not a tenth of the bullying in public schools that there was fifty years ago. The suggestion that "certain official *delatores*, serving in rotation, might have the duty imposed on them of reporting to the head master any case of bullying that came within their ken" was very properly scouted by the young friend to whom "Kappa" imparted it, and is not pressed; but the mere fact that it can have presented itself as a possible remedy shows that "Kappa" treats of public schools as might, let us say, an intelligent Japanese.

MR. H. G. WELLS was once a schoolmaster, and he still from force of old association reads the *Educational Times* and articles by Mr. Gilkes. He has also read "Kappa," and agrees with his diagnosis of public schools. But "Kappa's" panacea of a reformed curriculum he pronounces pills against the earthquake. The cancer is more deeply seated, and Mr. Wells lays his finger on the place, and tells parents that the sole reason why their sons are commonplace and stupid is that their teachers are dull dogs. "The dullness of the scholastic atmosphere, the grey intolerant mediocrity that is the natural or assumed quality of every upper-class schoolmaster is the true cause of the spiritual etiolation of 'Kappa's' young friend." "Polite, conforming, undisturbing men, and setting up Polonius as an ideal"—such are the teachers that parents have desired in the past. They have their hearts' desire and the consequent leanness withal. Well, we schoolmasters may be dull, but at least we must be allowed the saving grace that we know it. Has Mr. Wells, among his researches in the dismal science, ever come across two essays which appeared originally in these columns—"Arnoldides Chivers," and "Bowling in the House of Rimmon"? They might somewhat modify his views. Other writings of schoolmasters—"Ionica," "Betsy Lee," "Day Dreams of a Schoolmaster," "The Upton Letters," "The Kernel and the Husk"—must be excepted from Mr. Wells's "Dunciad," and, if schoolmasters are to be judged by literature, we think that they could hold their own against, let us say, doctors or attorneys. After all, if we have to choose between dull dogs and gay sparks, the Bohemian freethinkers that Mr. Wells would put in their place, we prefer the old *régime*. It is quite true that clerical head masterships have tended to stamp the profession with a certain stiff and starch conventionality that the author of "Anticipations" cannot stomach: but time will soon remove this bend sinister from our 'scutcheon.

THE memorial presented to the Head Master of Eton on the subject of the College Beagles has not resulted in their immediate suppression. Mr. Lyttelton cannot but

Mistaken
Parsimony in
Jamaica.

Are
Schoolmasters
Dull Dogs?

**Canon Lyttelton
adopts
a Policy of
Inaction.**

be impressed by the weight and value of the signatures that were attached to the memorial. There can be no doubt that, if the incoming Head Master of Eton were able to start with a clean slate, the word Beagles would not be written. Many desired reforms are inexpedient. Mr. Lyttelton replies to the memorialists that, although the humanitarian movement has his sympathies, the present question is one "not of feeling or of persuasion, but of legislation by constituted authority." Thus gently does the Canon intimate that the Humanitarian League and its friends are not the controllers of Eton life. He adds: "All legislation which outstrips public opinion does harm to the very cause it was expected to serve." In other words, a Head Master who inaugurates his reign by sweeping away a sport that a section of the boys delights in would not by so doing increase the sympathy of the College with animal life. To legislate at the instance of a self-constituted outside body would mean failure as regards useful results. Mr. Lyttelton will therefore adopt "a policy of inaction," and a few more generations of boys must become inured to the barbarous sights inseparable from this form of sport. But the sport is certainly doomed, and the memorialists may feel that they have hastened its fall.

OF making time-tables there is no end. The latest is that propounded for public schools by "W." in the *Athenæum*. It runs as follows for a week's work in hours:—

**A Reformed
Time-table.**

Classics (Latin and Greek reading plus 2 hours Latin prose plus 1 grammar) 7, English 5, Mathematics 5, Science and Manual Work 3, French or German 2, History (English or Ancient) 3, other subjects 1. By "English" he intends mainly the reading of English literature co-ordinated with the history and essay writing. This is an undoubted advance on the time-honoured classical curriculum; but it has two radical defects. First, it apparently prescribes one curriculum for the whole school—at any rate, for the upper classes. Secondly, it does not admit alternatives. Thus, two hours a week may suffice to keep up a modern language, but it is wholly inadequate for beginners. Similarly, if Greek is begun, as we hold it should be, at fifteen or sixteen, it should have more than three and a half hours. Geography, drawing, music, and religion have all to fight it out in the one hour of "other subjects." In a German *Gymnasium* they are allotted nine hours.

"C. E. T.," in the *Morning Post*, has been vigorously championing the theory of water-tight compartments. His main thesis is that the aims of the primary

**Teaching
for the Classes
and the Masses.**

and of the secondary school are distinct, and that therefore either requires a distinct class of teachers. According to him the aim of the secondary school is to educate; that of the primary school is to instruct. In the one the pupil remains till sixteen or eighteen and the average class numbers from twenty to thirty; in the other the leaving age is thirteen and the class numbers anything from sixty to eighty. Under the latter conditions, the highest aim of the teacher must be "to equip his pupils with the minimum of knowledge necessary for his livelihood." Against such deep ingrained prejudices it would be hopeless to argue. They carry us back to the age of Voltaire and his jeers at those who would educate valets and washerwomen. But we may point out to "C. E. T." that the numbers in elementary-school classes (greatly exaggerated, by the way) which seem to him the *reductio ad absurdum* of any attempt at rational education were less than a century ago equalled

and surpassed by the numbers taught together in our great public schools. It may be true that few of our untrained secondary-school masters would at present be able to manage a class in an elementary school; but that is no proof that they are a superior order of beings.

LOCAL AUTHORITIES.

**Overburdened
Boroughs.** THE Committee has now been appointed to inquire into expenditure upon education. Sir Henry Primrose, of the Board of Inland Revenue, is to be Chairman; the other members are: Mr. W. Blain, of the Treasury; Mr. G. H. Tripp, of the Home Office; Mr. J. Bromley, of the Board of Education; Mr. T. Pitts, of the Local Government Board; and Mr. G. L. Barstow, of the Treasury, who will act as secretary. The reference is as follows:—"To inquire into the expenditure on public education in England and Wales from Exchequer grants, local rates, and other sources, with a view to ascertaining the various causes for the existing diversity in the amount of rate levied for education by Local Authorities, and the varying relation which this amount bears to the total local rates in each area." Thus all the Government Departments dealing with local government and finances will be represented on the Committee. Evidence will be invited, especially from those localities where it is claimed that the education rate has reached an almost intolerable point. As far as the boroughs round London are concerned, it is difficult to see how relief can be obtained except by enlarging the area of the London education rate so to include all the residential portions of the Metropolis.

**The L.C.C.
and Religious
Instruction.** THE first paragraph of clause 38 of the draft scheme for the administration of Hackney Grammar School runs as follows:—"Subject to the provisions of this scheme, religious instruction in accordance with the principles of the Christian faith shall be given in the school under regulations to be made from time to time by the Governors." The Education Committee report that they have given very careful consideration to the matter, and are of opinion that the Board of Education should be informed that the Council would wish the clause to be amended so as to run: "Subject to the provisions of this scheme, any religious instruction to be given in the school shall be in accordance with regulations to be made from time to time by the Governors, and shall be on strictly undenominational lines." The former draft would make it possible for the Governors, if they wished, to make regulations ordering instruction in the doctrines of some particular Christian denomination. That is to say, the clause allows local option in the way of religious teaching. This the Council appear not to desire; and the amendment, if the Board consent to it, will ensure that, whatever the religion of the Governors or of the parents of scholars may be, the teaching in school shall be undenominational.

**The Joint
Scholarships
Board.** AT the half-yearly meeting of the Joint Scholarships Board it was stated that there was a large increase in the number of candidates for the various scholarships offered by the Local Authorities throughout the country; and that this increase in the whole numbers might be expected to continue, in spite of the fact that the London County Council had decided to conduct for the future its own examination for Junior Scholarships. The Board considered the question of adding a *viva voce* examination in connexion with the written examination for minor scholarships and appeared to be in favour of this step; though the report does not state any very definite conclusion on the matter. It is well known that the oral examination is far more costly than the written, and it is for Local Authorities to decide whether they are prepared to face the additional expense. The report of the Minor Scholarship Committee shows that the proportion of candidates who reach scholarship standard is on the decrease, and adds: "This unsatisfactory result is to be attributed largely to the want of judgment shown in entering candidates (the majority girls) entirely unfit for such a test, many failing in every subject at the preliminary, and several not scoring a single mark throughout."

**Non-provided
Schools in Rural
Areas.** THE *School Guardian* points out to its readers that the Education Act does not make it imperative for managers of non-provided schools to enlarge their accommodation to meet the wants of an increasing population, though it is naturally in the interests of the Church of England that such a course should be followed when the money can be raised. If in a certain village the population grows

beyond the non-provided school and no further accommodation is provided, then the Local Authority will have to build a school out of the rates. If this policy were adopted even when the population showed no very marked growth, many existing difficulties might be swept away. The opposition to non-provided schools comes not so much from towns where a Council school is usually at hand if the parents prefer it, but from the villages, where the Church school is perhaps the only one within walking distance. Now a very trifling amendment of the Act would make it possible for a Local Authority to build a Council school in any area where a number of parents expressed a desire for one. The Church school and the Council school would then exist side by side, and the nonconforming villager would receive the justice he desires. All that is needed is to remove the restriction that prevents the opening of a new school where there is an existing school.

THE Board of Education have sanctioned "as an experiment" a scheme for teaching domestic science to girls over twelve years of age in certain schools in Gloucestershire. It is premised that the girls shall have reached a certain well defined standard of general education, and they shall not intend to become pupil-teachers or to enter secondary schools. The rough draft of the proposed time-table gives eight and a half hours to English, five hours to arithmetic, one to physical training, half an hour to singing, and ten hours to household management. Under the latter heading would be included cookery, demonstration and practice; laundry work; sewing, with practical mending; first aid and sick nursing; housewifery, with lessons on the care and management of infants and young children. The Board show a certain timidity in the matter—perhaps naturally; but when the two years of grace are expired confidence will doubtless be acquired to extend the experiment further. There seems to be no good reason why the proposed curriculum should be limited to a few schools and to the more intelligent children. Backward and unintelligent children require to learn household management no less than their more favoured fellows. Indeed, they may develop an intelligence under this sort of instruction that book-learning has not succeeded in educating. It is often said that education ought to include preparation for life in the world after the children have left school; but in practice it seems that we educate all children as if they were going to become pupil-teachers, and as if the training of pupil-teachers was always to be in the future as it has been in the past, *i.e.*, connected with book-learning only. At the same time, there is a cry for teachers who can adapt themselves to the needs of rural populations. The real difficulty in the way of a curriculum such as is proposed for some schools in Gloucestershire is the additional expense. Cookery and laundry work are far more costly than the ordinary Code subjects.

At an extraordinary meeting of the Girls' Public Day School Company, held on October 20, Sir William Bousfield explained the arrangements that had been made for the future management of the schools. The Company will not cease to administer the schools, but will retire from the position of a trading company. The capital will be repaid to shareholders within certain periods; in the meantime interest at 4 per cent. will be paid. Gradually an educational trust will be formed and the schools will have the status of endowed schools. When this is brought about it will be possible to earn grants of public money. These proposals will enable Local Authorities to deal with the schools as forming part of the local supply of education. The danger that they might get into an educational backwater of their own, or that they might be subjected to a crushing competition with schools charging much lower fees will thereby be obviated. A further meeting will be held on November 8 to confirm the proposals.

THE Northamptonshire County Council has decided to defend the action impending on the issue of a writ by the managers of the Marston St. Lawrence School, claiming damages against the County Council for alleged trespass and illegal acts.

THE DEAN OF NORWICH appeals for £16,000, of which £6,500 has already been received, to restore the buildings of the Royal Grammar School of Norwich, which, in consequence of falling income caused by agricultural depression, are in a state of dilapidation. The present Elizabethan edifice is the lineal descendant of one that existed in the reign of King John. On the long roll of *alumni* enumerated by the Dean are Archbishops Parker and Tenison, Lord Chief Justice Coke, Crome (the painter), Rajah Brooke, George Borrow, and (a name to conjure with) Horatio Nelson. The Dean and Chapter have done their part by granting a 999 years' lease of that portion of the school property which they own at a peppercorn rent.

THE PHONOGRAPH AS A SCHOOL APPLIANCE.

By Mrs. J. G. FRAZER.

FOR some years past I have been experimenting with the phonograph as an aid to teachers. In 1902 I presented a phonograph to the Perse Grammar School, Cambridge. So far as I know, this was the first application of the instrument to scholastic purposes in England. Now, however, there are signs that teachers are at last beginning to wake up to the importance of the discovery and to realize the immense possibilities which this marvellous instrument opens up to their own profession. Accordingly, I think that the present is an opportune moment to place before them the ideas which I have entertained on this subject for over twelve years. I am fully convinced that a proper and intelligent use of phonographic records would further education in many ways. Teachers—perhaps more than others—are too prone to reject mechanical aids. They are also inclined, in their earnest search after the ideal and the picturesque, to undervalue modern inventions. They forget that what is modern to-day may have all the halo of the antique to-morrow. Even the detested motor-car may one day be shown in a museum and thought quaint by our descendants. Why, therefore, not try and enjoy—or at any rate profit, without prejudice, by—our contemporary inventions?

The first objection which will be raised to my suggestion is that the phonograph emits disagreeable, distorted sounds, giving the impression that the voice which spoke into it is vulgar. I admit that this is often the case; but the fault is not so much that of the machine as that of the record-maker. He needs to be an artist, a master of his trade. Record-making is a new profession, which, like all professions, needs training and special natural gifts. First of all, the voice must be perfect, clear in tone, suitable in pitch. The pronunciation must be free from either local or individual vice: the enunciation must be that of a practised elocutionist. Next, there are required, besides a quick ear, a deft hand and judgment both as to the selection of pieces and as to the distance they are spoken from into the trumpet. No two voices being precisely alike, it is impossible to lay down any rules as to guidance in these matters. The rare qualities of common sense and of unlimited patience are further necessary. Experience will do the rest. It is obvious, therefore, that the ideal record-maker is both born and made. A new career may be opening which may possibly lead to greater attention in the cultivation of voice, of pronunciation, and of enunciation—arts so greatly neglected in this country. It goes without saying that the records of each language must be made by educated natives.

Should the phonograph be universally adopted as an aid to teachers, many could be its uses in schools. Its foremost use would be to perfect the English of English teachers. I need hardly emphasize this urgent need. It is useless to expect pupils to speak their own beautiful language with a pure accent if their masters speak it (especially when they are excited, nervous, or off their guard) with a burr, if they inflect wrongly, if they clip their syllables, if they either forget their aspirates or squander them too lavishly. All this the earnest teacher—and all teachers nowadays are intensely earnest—could rectify by a patient and systematic use of two phonographs, together with the purchase of standard models. In the solitude of his chamber, or in the padded room which every self-respecting school will construct for phonographic practice, the teacher will in turn hear himself and then hear the master in the art of speaking who has made the standard model records. The shock of really hearing one's own voice for the first time is very severe. It acts like the shock we receive when we suddenly confront one of those convex or concave mirrors which so grotesquely enhance our defects—which show up our faulty dress or our awkward gait. Such lessons, however, are as wholesome as they are bitter. My first idea of using the phonograph as a means of teaching languages arose from hearing a famous Scotch singer say that she never realized she had a Scotch accent till she heard her own songs in a New York phonograph. The fact is we do not otherwise hear ourselves speak or sing, and as soon as, through this wonderful invention, we do hear ourselves we become conscious of failings hitherto undreamt of. How much more so if a teacher is able to com-

pare repeatedly his own voice and his own speech with that of approved models. Therefore the phonograph is chiefly useful as a self-corrector.

It must be remembered that the patience of the phonographic record is not easily exhausted. Thus certain sounds, difficult to imitate and often difficult to catch, could be both rehearsed and practised almost *ad infinitum* without troubling any one. Many years ago I had as pupils two elderly ladies who meant to set up a school and who thought that a pure French accent would be a good asset in this venture. The sound of the French *ll* troubled them greatly. They came to me merely to be able to say correctly "Versailles," "Corneille," &c., but even twenty-four lessons did not make them proficient. Three days of phonographic practice would have done more for them than all their patience and mine had achieved.

The German *ch*, the Spanish *c*, the tiresome French *u* (see Molière's "Bourgeois Gentilhomme"), the Italian *r*, even the Hebrew *ayin*, could be drilled into learners effectually by the phonograph. Another advantage of using a mechanical model is that it enables pupils to learn a piece of poetry or a song far more quickly than if the master recited or sang it to them. I have over and over again made this experiment, and I think the reason is that the *vox humana* will never, or hardly ever, be able to repeat anything exactly alike each time. There will always be an unconscious variation, slight, perhaps, but decided, in the teacher's song or verse each time he gives it out. Young children, whose faculty of hearing is especially acute, will follow these variations and somewhat puzzle over them, thus losing time, while a mechanical uniformity helps them to crystallize the sound. The rapidity with which little people will learn, say, a French fable or a German song from the phonograph is quite amazing to any one who has not reflected on the above rationale.

The phonograph could also be used with advantage for all purposes of dictation, thus saving both the time and the voice of an experienced master; and here again the very precision of the instrument would promote accuracy, especially if the record was made by the ideal record maker I tried to describe. (All through I assume that only the very best of models would be used.) Thus a series of dictations would serve generations of pupils.

Again, certain lessons could be prepared in phonographic records and kept ready for cases of emergency, such as absence or illness of the ordinary teacher, who could be replaced by a temporary novice without undue loss of time or change of method.

The phonograph might also serve as an instrument of punishment. The unruly boy may be told to learn from one phonograph and to repeat into another, in the solitude of the padded room, certain lines of Horace or Virgil. This *pensum* would improve his accent and enunciation, and would not have the baneful effects of the old-fashioned written imposition.

As a means of recreation the use of the phonograph is obvious. Many a pleasant hour can be given to pupils by letting them hear music or recitation from the machine. To the musical pupil the phonograph can again serve as a self-corrector, and even masters in the art can thus hear their own deficiencies, hitherto unsuspected. As a time-saver to busy masters the phonograph can be used for the purpose of dictating letters or other papers. Everything could be spoken into the machine during the master's leisure, or perhaps, if he were extraordinarily busy, while he was shaving or dressing. The necessity of the dictator and of the amanuensis being present together would be obviated, and so the time of both would be saved. Again, head masters could rehearse their speeches for great occasions in this padded chamber, with its silent mirror of sounds. Many a man may thus correct himself of his "Hem! hem!" or other tricks of nervousness.

Should the school be getting up a play, parts may be spoken out as models and learnt by means of the phonograph. A great Shakespearean actor kindly made some records from "Henry the Fifth" for me. These will always remain as a standard of English speech. This actor, immediately on hearing himself, exclaimed: "I must get a phonograph; it shows me where I go wrong."

Infinite are the uses of the phonograph, but the instrument still needs to be perfected. Improvements will necessarily come with increased demand. When it has become a house-

hold implement like the sewing machine or the kodak, it will be not only more and more perfect, but also more accessible in price. If we reflect a little, and compare the daguerreotype of our ancestors with the finished photograph of to-day, we shall be able to see that general adoption leads to the perfecting of instruments and reduces their price.

There is another use of the phonograph on which I will merely touch here, namely, the immense benefit it could confer in the tuition and in the recreation of the blind and of the *partly* deaf. This branch opens out a whole vista of possibilities for the future, about which I may speak on some other occasion. To-day I merely wish to throw out these few hints to teachers, and I am encouraged in my notions, which date from many years back, by the following remark of Mr. F. B. Kirkman about the phonograph on page 13 of his "French Lessons Notes," to accompany "Première Année" (A. & C. Black, 1905). He says:

The phonograph (or gramophone) should be utilized for purposes of instruction. Records made by educated Frenchmen both of individual sounds and of passages from the text will prove invaluable, not only to the class, but also to teachers for private use. No school should be without one; for, in the absence of the educated Frenchman in person, it provides reliable means by which the genuine French sounds can be rendered available.

It will be seen that my scope, while including Mr. Kirkman's scheme, goes greatly beyond it. Not only the so-called modern languages, but all languages, including the classical ones, can be benefited by the proper use of the phonograph. I will only add that the use of the phonograph in teaching is strongly recommended by Prof. Viotor, the eminent German authority on Phonetics.

The *Daily News* of September 12, 1905, relates the success of the phonographic teaching of French in the Langholm School and the approval of the Government Inspector of the method thus applied. Many may thus be the experiments made all over the country. I shall be grateful to all teachers who care to communicate with me on this subject, and be ready to reply to any inquiries,* especially to those which concern the supply of reliable records. I have no preference for any special make of phonograph, and my experience is that as good results are obtainable, for teaching purposes, by small and inexpensive machines, as by larger and more elaborate ones, which are best for concerts or entertainments.

My experiments deal only with the phonograph. I have made none with the gramophone, which does not allow one to make one's own records, thus being unserviceable for the practices explained. I foresee that the phonograph may, perhaps, one day work as great a revolution in our literature as did the printing press of yore—but I will not dwell on this *theory* here, my object being to give *practical* advice to teachers.

ELEMENTARY SECULAR INSTRUCTION: THE SYMBOLIC METHOD.

By Rev. S. UDNV.

BROADLY speaking, two distinct and mutually exclusive methods divide the field in our elementary schools. The first is the traditional method of carrying the children along what is believed to be a short cut to knowledge through their acquisition of what we may call the "letters" (a term under which I include all conventional signs or representations, alphabetical, numerical, &c.) that form the common media of intercourse in a civilized community. Its hold upon modern instruction is due of course mainly to the diffusion of printed character within the last four centuries. Nor is its hold likely to diminish, other things apart, in these days when the "literary" mechanism of society is growing more complex every day, and when even the art of mechanical "typing" is being imparted to boys and girls in our town schools.

There is, however, a second method which has forced its way into all our schools in some measure, but more especially into those very town schools where the first method is also developing. It is familiar to us all under the name of "technical instruction"; and under this name I venture to include all

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immediate training in the arts or crafts of life, whether domestic, mechanical, or commercial.

Now we are dealing here with method, and it is from the first important to distinguish clearly between the methods of these two great branches of elementary instruction, which I have characterized as "literary" and "technical." The fact that some of the subjects now added to the time-table (*e.g.*, that of type-writing) are half literary and half technical does not affect the question of method. The distinction of method remains: let me then define my use of the term "technical." I use it to cover all forms of instruction directly so applied. The technical method therefore is to be distinguished from the literary method in our schools by this characteristic, that it rests upon the idea of the value to the children not of conventional signs or representations, but of the things themselves for which they stand, the things which will be always with them in after-years, the things without the practical use and command of which all representation of them would be valueless. One word more, however, about this term "technical instruction," to avoid misunderstanding. I prefer the term "technical" to the term "manual" as a description of this branch of instruction, because of its truer connotation. It draws attention to the real principle of the method, namely, that such instruction is "applied" rather than "pure" instruction. But we must beware of confounding the principle of the technical method in elementary instruction with the question of a demand for the "technical education" of the workman. We must not, that is to say, think of elementary technical instruction as primarily a means of improving our manufactures and extending our commerce. That is a wholly different matter, a matter, properly speaking, of the national economy, not of national education. True it is that the question of technical instruction in our schools runs into that other question of technical instruction in our workshops, inasmuch as elementary education aims at serving as an outfit for life, and inasmuch as a national scheme of education can never lose sight of the economic aspects of national life. Yet even the economic interests of the nation are most surely safeguarded by the cultivation in our primary schools of general intelligence, resourcefulness, and character, rather than of special faculty. And the recent expansion of the technical method there has raised the tone as well as stimulated the understanding of the children.

But much remains to be done. And, above all, it is desirable that this new, yet sound, technical method of carrying the children along a short cut to power as well as knowledge by bringing them directly into contact with the things of life should be truly co-ordinated with that older method of giving them command of the conventional representation of those things which I have described as the "literary" method. The weak point in our present system is its want of unity. These two methods are, as at present pursued, mutually exclusive and even contradictory. There has been little or no attempt to fuse and incorporate them in a common system which should associate the children's study of the things and their study of the signs. The traditional method of "letters" still holds the field under the title of the "three R's," in a position of practical supremacy, isolated from the later subjects of instruction and jealous of their intrusion. The whole system is anomalous, discontinuous, and invertebrate—in a word, inorganic. To the "three R's"—which, more from the force of tradition than of principle, are still considered the thing of vital importance—there is tacked on at the end of the children's curriculum (that is, in the infant school) a certain admixture of the second method under the name of "kindergarten," and at the other end (that is, in the upper standards of the boys' and girls' school) a further admixture of the second method under the name of "manual instruction" on the boys' side and on the girls' side under such names as "domestic economy." But the technical instruction thus given to the children at interrupted periods of their school life not only lacks cohesion in itself: it also lacks correlation to the "literary" instruction which is the *pièce de résistance* of the time-table.

So much, then, by way of preface to the plea I seek to urge. I do not anticipate that any one who has experience of our elementary schools will challenge my characterization of the existing system as a dual system, or maintain that I am mistaken in holding this dualism of method to be, as it stands, a source of practical weakness and confusion to the teachers and

the taught. It is the purpose of this essay to suggest that there is a third method—namely, the symbolic method—which alone can fuse these antagonistic and apparently irreconcilable methods and establish instruction in our elementary schools upon a principle that shall be large and luminous enough to embrace them both.

I shall presently show that the educational authorities of the country have tacitly demanded of their teachers a task which involves the application of some unifying principle to the organization of their work. But I shall first attempt to indicate the character of this symbolic method and its relation to the existing dualism in our schools. If it be practical as well as plausible, it will recommend itself to the elementary teacher, who is at present in the position of the proverbial ass between two bundles of hay, unable to decide which of the two former methods he will choose. It promises indeed to dispose of the dualism under which the present system labours so heavily, because it rests on the idea that thought and things, the thing signified and the sign, should never be divorced in instruction from first to last. By a symbol I understand an abstraction rendered sensible, some object cognizable by an act of perception but designed to create and convey a concept of thought. Obviously a method based upon this idea will bear upon that primary feature of "literary" instruction which we call conveniently "the three R's." They are, in fact, exercises in the command of those universal symbolic media of civilized human intercourse—language, written character, and notation. Now the "literary" method of instruction seeks to make the children swallow, as it were, without any attempt at digestion, the results reached by the ages of evolution through which these symbolic media have passed and through which civilization has attained its command of those apparently simple, but really most complex, arts of reading, writing, and arithmetic.

Let us grant to the uttermost that it is necessary to place the children in command of these media as that common machinery of civilization without which they would be unable to play their part in modern life. Yet surely we are bound to ask whether our "literary" method of giving them this indispensable command of civilization's resources is really educational to the extent that it ought to be and might be? And surely we are bound to consider whether it is impossible for the children to gain this command by some means less purely mechanical than those imposed by the "literary" method and better designed to serve the chief end of all elementary instruction—namely, the creation of habits of thought and the application of these habits of thought to the concrete things of life amongst which their lot will be chiefly cast. The technical method is, as regards this fundamental purpose of instruction, certainly superior, when adequately conceived and pursued, to the "literary" method, inasmuch as it seeks to elicit thought directly through contact with the things of life, and so enables the children to bring their thought directly to bear upon those things. But the technical method in itself is far from satisfying the requirements of a system of elementary instruction. It gives us no help in solving this problem of the "three R's," nor does it enable us to deal with that other problem of elementary instruction to which we shall presently come—the problem of cultivating the general intelligence of the children, their interest in and sympathy with that universe of life around them which is beyond their actual reach in time or space.

I shall revert, therefore, to my plea on behalf of the method which I seek to advocate. And it may be well to define a little more closely the sense and value which I attach to the term "symbolic method," in order to carry the reader with me as far at least as the argument is concerned. Let me first, however, draw attention to the existence and importance of symbolic method as a social institution and an intellectual instrument.

The very origin of the word "symbol" witnesses to its social value. It seems to be derived from the custom of taking tokens or tallies from a material object which was common property between two or more contracting parties. These tallies served as a means of comparison; *συμβάλλειν* is the Greek "to compare." But the custom is a universal one both among ancient and modern nations. Such tallies serve, in fact, both to ensure recognition between the contracting parties and to maintain the bond of common ownership. When the

word was adopted by the Greeks in very early days in a metaphorical sense, it retained all the force of its derivation. It meant to them a token of recognition taken from some non-material object of thought, a token through which men sought to establish common ownership in some idea. It has retained this meaning in intellectual parlance until our own day. That is what we mean still by a symbol. In this sense, too, all our media of intellectual and many of social intercourse are essentially symbolic.

I have already referred to the fact that our systems of notation and of written character, and even language itself, are due to the use of symbolic method. We may go further, and assert that human intercourse in a complex civilization is only possible through the extension of that method. Commerce of any kind involves the use of a currency which grows more and more symbolic as civilization grows more complex. Literature and art are built upon a vast system of symbolic representation. Science and religion owe their development to the resources of symbolism. It is no digression from my subject to point out that civilization is rooted in symbolism, and that wherever a child may turn in after-life he will find himself face to face with this fact.

The educational aspect of this fact is, however, my point. The question is this, whether a child is to be taught as he will have to think when he becomes a man. Now the point about symbolic method in instruction lies in the fact that it builds up knowledge of any subject, it matters not what, by referring the child to concrete or quasi-concrete objects, the characteristics of which correspond to and are typically suggestive of those characteristic ideas which the teacher seeks to develop in the child. And from this point of view it is perhaps not too much to say that the symbolic method is, psychologically speaking, the natural, and the only natural, method.

To resume my argument, all elementary teaching from the symbolic point of view should elicit the child's apprehension of any subject primarily through his senses. And the concrete or quasi-concrete object which we choose for this end should be chosen with a view to its characteristic or "ideal" qualities. I am maintaining simply the value in elementary instruction of utilizing the principle of correspondence between the nature of things and of thought. What I want to urge is this, that no conceptions should be demanded of the child without an appeal to his perceptions. And I hope to carry with me all who have any experience of the workings of an average child's mind, of his slow response to merely abstract conceptions, of his ready response to concrete impressions, and last, but not least, of his almost equal readiness to welcome those conceptions for which the way has been opened through the exercise of his perceptive powers.

Ever since the tentative introduction of kindergarten in our infant schools and the tacking-on of manual instruction in the higher standards of the upper school, the exclusive dominance of the "literary" method—in other words, the supremacy of the "three R's"—has tended to give way before what I have described as the existing "dualism" of our elementary education. A bridge, moreover, between the kindergarten and "technical" elements in our teaching (really phases of the same idea) has been built over the curriculum of the "three R's," which still holds its place in the heart of our system by the introduction, chiefly in the lower standards of the upper school, of what is called "object" teaching. The object lesson has become more and more important theoretically in the eyes of "my Lords," and practically in the hands of the intelligent teacher. The object lesson may of course be employed merely as a peg on which to hang hereafter a purely "technical" teaching of natural science. But that is not the way in which "my Lords" urge its employment. The method recommended is really symbolic, because the teacher is enjoined to treat the object as a means of quickening the children's own powers of observation, and of discovering, through the direct application of their own senses, the abstract truths which are crystallized, so to speak, in its concrete qualities. This recommendation embodies the essence of the symbolic method, and the teacher is rightly bidden to regard the object lesson as an extension and continuation of the kindergarten principle.

But this attitude towards the object lesson suggests a much wider and franker acceptance of the principle it embodies. It is a tacit condemnation of the merely "literary" method which is still maintained in the teaching of other subjects. There is a

general consensus of opinion that the object lesson, when properly given, is the most "educational" of all the lessons in our elementary schools. Why should not its principle of symbolic method be applied to the teaching of these other subjects? Dualism in teaching is as unsound as dualism in administration. It is fatal to that concentration of effort in the teacher and to that correlation of knowledge in the taught, which are primary principles in any effective system of instruction.

Now there is one portion of the field of elementary instruction which is avowedly open to experiment. I refer to those "class" subjects of the Code which are described as "English"—history and geography. Both the Department and the Local Authority leave teachers here to take the initiative by framing their own schemes. Reconstruction of method is therefore possible in these subjects without disturbance to the existing order of things, while at the same time the successful initiation of a new method in the teaching of these subjects would certainly pave the way for its triumph all along the line.

There can be no doubt that these "class" subjects are being taught at present without any attempt to relate them to the rest of the work. Yet they are better fitted to create that vital element of interest without which teaching becomes to teachers and taught mere mechanical drudgery; and they are certainly capable of serving as a real link between those "elementary" and technical subjects which must be connected if instruction is to become an organic whole. The hope, therefore, of securing for instruction this organic character primarily depends, to my mind, on the application of symbolic method to these subjects in such a frank and thorough manner that its virtue may permeate the whole field of instruction.

"My Lords" have themselves, as I have pointed out, laid down the principle that the teaching of these "class" subjects should, in the heart of the elementary school (*i.e.*, in the first three standards of the upper school), be conducted on the lines of an object lesson. I take this direction as my basis, and I argue simply for its logical development. Let me take those common subjects "English" history and geography, and consider how they gain by treatment on the symbolic principle. In the first place, symbolic method would do away in teaching with those abstract terms "geography" and "history," which are stumbling-blocks to children. The "geography" of the time-table would be always known as the Earth-picture lesson. This Earth-picture lesson would begin with the immediate familiar and concrete scenes at their very door. Children would be led to recognize the "things" which make the Earth what geography considers it as being—the physical scene of human life. Those elements of geography—the climate of a country, its natural features, its crust and soils, its distribution of physical life, its races and their boundaries, its industries and communications and "political" characteristics—would become real to the children by being presented to them first under the most concrete illustrations. The idea of climate would come to them from observing the sunshine in their own schoolroom, the aspects of their own gardens, the weather and wind aspects of their own neighbourhood. The idea of natural features, of the crust and soils of the Earth, would grow from contact with those they passed and played on and worked in every day. Their idea of the distribution of physical life would spring from their keen love of the actual life in their own fields and woods and waters. The idea of races and their invisible boundaries would develop from their collective knowledge (for there are always, even in a village school, children who have known other neighbourhoods) of the counties round them, their differences of blood (often visible enough in the physical characteristics of the children themselves), their differences of dialect, of local names, of the names of old race-boundaries common in all parts of the country. Their idea of industries and communications and "political" characteristics would be built up from their familiarity with local occupations, local ways and means of transit, local institutions.

They would be led to verify all these elements of geography for themselves. They would make their own simple plans and maps by their own measurements, their own observation of the points of the compass, their own representations of the features natural and artificial of the land they know. So, too, they could be led, through the extension of these ideas, with the aid of simple objects, at hand in every schoolroom, which are not the product of their neighbourhood—as well as by the questions

which arise at every point involving a wider survey of the country beyond their immediate ken, and through the experience and communications of their teacher and themselves—to form and even to picture a really living idea of the larger land in which they live, and of the world to which that land belongs. Such an extension of their ideas would embrace every aim of geography in its widest application, yet involve no breach of symbolic method.

But elaboration of my point is unnecessary in these pages. I would only urge that precisely the same principle is capable of application to what we call history but should present to the children in a much more concrete form than at present as the story of their own country and their own story. Their interest would greatly gain by the radiation, so to speak, of the story from some local centre of interest. History is, of course, a very different study from that of geography; the interest is essentially dramatic, and drama has always its own centre of interest, its own plot, its own *personae*, its own *mise-en-scène*. These must not be sacrificed in teaching to any local considerations, but elementary instruction in history depends for its vitality upon other elements besides that of dramatic and picturesque story. This itself will depend upon the children's power of visualization. Instruction must begin with its cultivation, and there is no field for this work like the observation of their own neighbourhood and neighbours, its silent monuments of and its living links with that past which is still the present. Symbolic method would emphasize the importance of this and many other points of primary value to elementary instruction in history. To one of these only will I allude—that organic conception of historical teaching which is so often sacrificed, though quite unnecessarily, to the exigencies of “information” or the picturesque. Symbolic method would insist on the supreme importance of an organic conception in this as in other subjects. It would treat the concrete or quasi-concrete “object,” and the dramatic story which grew out of it, with a sole view to their essential meaning. It would treat them, in other words, symbolically, as significant of something much greater than their mere content, and as links in the living story of our own land and people as they are to-day.

One more word about the connexion of what the Code calls “English” with the foregoing subjects. Our present system of instruction puts the language or reading lesson, which generally relates to geography or history, first, and treats its subject-matter as secondary. This system reverses the natural order, which demands first the thing and then the thought. It also tends to degrade the character of all the subjects. It converts history and geography into mere information lessons. And it causes the language lesson to be considered a mere exercise in verbal analysis. Its fruits are seen in the multitude of inferior “readers,” which kill the taste for reading, and cram the children with indigestible information. Symbolic method would insist on a much more living treatment of “English.” Its earlier teaching of language would have nothing to do with books. The symbolism proper of language—its vital elements, the life of the voice, of the word, of the sentence—these would be presented to the children in speech. They would be elicited from them in their true connexion as essential to the expression of their own thought and feeling, when exercised upon anything. But in the later teaching of language the book would be regarded as literature, however elementary its kind; and the object would become appreciation of the author, his mind, his style, his meaning, and his mood—very different things from his “information.” Literature of any kind employs a symbolism of its own, far vaster than that of language. There can be no real reading without an inkling of this symbolism. A child is perfectly capable of entering into it when an author is one whom he really can appreciate. A real reading lesson should be a lesson in that. The mere technique of “analysis” should be strictly subordinated to this real object. “Reading” would then cease to be the soulless and mechanical drudgery that it generally is. Taste would develop. The manufactured “reader” would disappear, giving place to the simple and truly elementary literature which is surely to be found in the treasury of the English language.

But, to conclude, all this will depend on the teacher's apprehension of and devotion to the symbolic principle. That principle demands the teacher's concentration upon a single object—whatever the subject may be—namely, upon the character and essence of that subject. It is this which counts in

instruction, not the cultivation of dexterity or information. Symbolic method attempts this task of concentrating the teacher's and the child's attention upon the heart of the matter, in a manner peculiarly its own. It proceeds through the senses which are already alive in the child. It bases instruction upon the contact of the child through his senses with a concrete object, and thus cultivates his powers of perception. But it goes much further than this. By concentrating the child's attention upon the concrete characteristics of a typical object it awakens thought about the essential character of the thing. It proceeds by means of this typical object or symbol or sign—and therefore, without quitting this vantage ground of the concrete object and the perceptive powers—to build up in the child's mind a symbolic concept of its essential character. This symbol serves as a bridge by which the child insensibly passes from objective perception to that subjective reflection which is the goal of instruction.

Now I have shown, I hope, that this method is applicable to all the common subjects of elementary instruction, and lies already at the root of all sound teaching, because it follows the nature of thought and is, in fact, the principle on which all human intercourse itself is built. The fault I detect in our present system of elementary instruction is that it destroys the continuity and organic growth of intelligence by a needless division into compartments which everywhere impede its natural connexion and development. The plea I have made for symbolic method owes its force to the fact that it alone is capable of co-ordinating the various and successive methods there already at work. I mean that it alone is capable of serving as a link between the cultivation of sense-perception (which is the main object in the properly conducted infant school), the command of the common instruments of human thought and social intercourse (which is the aim of elementary instruction in the “three R's”), and that final application of the child's powers to the manipulation of the things of life (which is the object of the technical instruction that closes the child's school career).

I have shown, I hope, that this principle of symbolic method, just because it is the natural method, is infinitely elastic and leaves everything, as it should be left, to the teacher's individual initiative. But I want to insist on the importance of its frank recognition and its incorporation into the training of the children and their teachers as one great means at least of converting a mechanical system into an organic scheme.

The question I have raised is a large one, and the method for which I plead is a subject in itself. But they both come directly within the present public and general view of education, and they therefore rightly find a place in this journal. They should be impressed on the minds of those who are interested from any point of view in national education as one of the great factors in national efficiency. And I shall have failed in my immediate object if I have not suggested to the reader that the present juncture in the administration and organization of our elementary schools is fraught with an opportunity for its recognition in this field of instruction, where the cry is on all sides for a closer connexion between the cultivation of intelligence and its application to the things of life.

SOME NOTES ON THE TEACHING OF MODERN LANGUAGES IN FRENCH *LYCÉES* FOR GIRLS.

THE following notes refer to the methods employed and the results obtained in a large school of over five hundred pupils. Preparatory classes, four in number, have been organized in preparation for the work of the *lycée* proper: thus there are in all nine classes, each of which is usually divided into two parts, doing precisely the same work. Each division contains some twenty-five or thirty pupils. German and English being alternative subjects, the pupils of each class are naturally regrouped according to the language selected, and the two lessons take place simultaneously. Certain broad principles are laid down for the guidance of the teachers of modern languages, but, within limits, each is at liberty to work out her own ideas or to modify them according to the needs and ability of the

special class with which she is dealing. In all classes three lessons a week are devoted to modern languages; this represents three hours' teaching in the *lycée* and two and a half hours' in the preparatory school. In the earliest stages the work is entirely oral, but the results achieved at the end of three months only, with children of eight to ten years of age are quite remarkable. They know, for instance, some numerals, the names of the days of the week, of the seasons, of the parts of the body, of the various articles in the class-room, and any little actions which can suitably be performed are performed with explanatory remarks: such as shaking hands, making up the fire, or such a simple exercise as the following:—"I stand, I raise my right arm, I put it down (ditto with the left arm, then with both arms), I sit down." The whole class would go through such an exercise, and then one child would be singled out to do it alone. Little verses are repeated with much spirit and evident enjoyment on the part of the children, who certainly acquire by means of such repetition in unison the habit of speaking clearly and with sufficient self-confidence, a habit which remains with them throughout their school career, and which affords a pleasing contrast to the elocution of the average English schoolgirl, so often a source of annoyance and of waste of time to all concerned. Such collective answering may, of course, enable the torpid portion of a class to escape detection; but it need not necessarily do so—certainly does not where a capable teacher is concerned. A more serious objection is the undoubtedly true one, that such teaching does not cultivate a child's power of reason and reflection. Perhaps it is best frankly to admit that in the early stages of modern language teaching this is out of the question. (Hence all the more need, by-the-bye, for carefully graduated teaching of "science" from the first.) But here the ear, the tongue, and the memory, all of which are so flexible in these early years, must be trained in order to provide the child with the necessary material on which a more thorough and scientific knowledge of the language can be built up as time goes on.

Sometimes a teacher adopts the plan of making the children repeat after her each question she asks before they give the answer. This is good for several reasons. In the first place, there is no doubt in the children's minds as to what they are talking about; there is none of the incompleteness of an answer not associated with the corresponding question. Then, too, they become accustomed to the employment of different persons and tenses and to the change of the position of words in a sentence. Lastly—and this is a very important point—a teacher who knows that her smallest remark will be taken up and repeated by a score or so of little voices in chorus is very careful of the choice of her own language—her questions are naturally clear and to the point. The smallest action performed by the class, or any member of it, can also be made the occasion for framing and repeating little sentences. For instance, if a child is selected to write something on the board, she will say: "I leave my seat—I walk—I get on the platform—I take the chalk—I write"; and the class as a whole will repeat: "She leaves her seat—she walks," &c. Everything that is possible is done to avoid monotony or dullness, and the interest and pleasure of the children in their lessons is very remarkable. This is, perhaps, partly due to the nature of the discipline which prevails, and which, according to English ideas, is somewhat lax. Not only do the children talk freely both in the corridors and in the class-rooms at the change of lessons, but while a lesson is going on a certain amount of private conversation is tolerated. This varies greatly with different teachers, and in some cases clearly goes too far. But, on the other hand, there appears to be an obvious connexion between the greater freedom allowed in French schools and the absence of stolidity and self-consciousness which are too often characteristic of English children.

Teaching by means of pictures is also employed, and with considerable success. But it would seem that, if a text-book is used at all, it should be chosen to correspond in every detail with the picture employed; otherwise small discrepancies arise which may be very confusing to a young mind. There may also be a tendency to exceed the uses to which a picture may be put—to ask the children, for instance, to point out vague or even abstract things—*i.e.*, to permit a vagueness and inaccuracy of thought and speech which is much to be deplored in any teaching, particularly of a language. On the whole, perhaps the best results are obtained with the help of actual objects, such, for instance, in addition to those already mentioned, as a workbox

and its contents, or balls and marbles. The shape, colours, and materials of the latter form the basis of one or more lessons, and afterwards little games are played in which each gesture is accompanied by suitable phrases.

As regards written work, very little is done in the preparatory classes, and none at all for the first year or two. Such work as is set in the third and fourth years bears on the matter already treated in class. For instance, a lesson on numerals is followed up by giving for home work some eight or ten sentences on the model of: "Three times — are nine," where the gaps have to be filled in—an easy exercise enough, but one requiring a certain amount of thought and common sense, as well as knowledge of the actual words required. In the *lycée* proper the lessons depend more and more on text-books, the written work takes a more and more important part, and there is, indeed, a tendency to over-emphasize the importance of the latter. For instance, if a page or two has been prepared from an ordinary German or English reader, questions can be framed, the answers to which will naturally be given more or less in the words of the book. Slight variations will occur which are of no importance when the answers are given by word of mouth, but which may lead to some confusion when one girl is correcting another's work. On the other hand, sentences selected at random for translation into French quickly reveal which pupils are in possession of some real knowledge of the language.

From the list of books prescribed by the State the teacher is at liberty to select those she considers suitable for the temper and attainments of the particular class with which she is dealing. With such a system everything depends on the teacher, and naturally the best results are to be found where the same set of girls has worked under the same mistress for some years in succession. Indeed, the chief difficulty with which the teachers have to contend is the inequality of the pupils in the higher classes, for, though promotion to a higher class depends on the result of an examination instituted at the end of each year's course, failure in one subject does not necessarily prevent such promotion, and the result is that the teacher of modern languages in particular is often greatly handicapped by the presence in her class of pupils at very different stages of proficiency. A girl, for instance, who has come late to school, knowing no German or English, finds herself in the same class with others who have been learning for two, three, or even five years previously. She is of course able to cover the ground previously covered by them very much more quickly, but she is unable to profit by a large part of each lesson. Were it not for this difficulty, for which there is not always a remedy, the admirable results obtained would no doubt be still more remarkable.

By the third year (at the end of which the *certificat d'études* is awarded) books of fair average difficulty are read with ease. Should a word or phrase present any special difficulty, an explanation is given by the teacher, but always in the language which is being studied. It seems superfluous to mention that this is the method adopted at all stages; still there is no slavish obedience to any rule. When necessary, an explanation is given in the mother tongue; but this naturally becomes less and less necessary as time goes on. In the same way, though the appeal is to the ear rather than to the eye, the teacher does occasionally have recourse to the blackboard. Translation into French is rarely practised. The French equivalent of an idiomatic expression or proverb would be sought, but otherwise the object throughout is to study the foreign language by means of the language itself.

By the fourth year the pupils are in a position to begin the study of the literature of the language. They make use of a text-book containing a short history of the literature in question, with extracts from the most notable works. This involves a study of various styles, and greatly increases their vocabulary. A somewhat notable feature of the French manner of teaching is this: that a word or phrase may give rise to interesting remarks and explanations, forming a kind of by-product in the course of the lesson. Of these the pupils take notes or not as they like, but it is evident that the knowledge thus imparted will be required at some future date. Usually such observations are of a nature to impress themselves readily on the mind and memory.

In the fourth year a second language may be studied—special arrangements are made for those who, having studied German, wish to begin English, or *vice versa*; for at this age

(sixteen and upwards) a girl who has already studied her own and one other language pretty thoroughly is able to make rapid progress, particularly if she have some gift for languages, as is probably the case if she choose this among the various optional subjects which can be taken up in the fourth and fifth years. These classes for optional subjects too are small and thus permit of individual attention being given. It is in the fifth, that is, the last, year that the work of previous years produces tangible and highly satisfactory results. The pupils are able not only to understand the spoken language with considerable ease, but to speak it themselves fairly fluently.

Practice in the art of speaking is acquired by the study of difficult prose, a short portion of which is allotted to each student for special study in order that she may be able to reproduce it in her own words. Practice in the art of writing, which reaches a high standard of proficiency, is afforded by means of two *devoirs* weekly. One consists in rendering a piece of continuous prose into the foreign language; the other is free composition, the reproduction of some story or biography, or something of that nature.

Thus at the age of seventeen or eighteen a girl who has been trained on the system which has been outlined has sufficient command of at least one foreign tongue as to be able not only to understand it with ease, but to express herself in it with some fluency either by word of mouth or in writing. A short residence abroad would no doubt render her proficient in conversation; and last, but not least, the literary treasures of another country are at all times within her reach. For it may safely be conjectured that the result of her training will be no less to arouse a desire for further knowledge in this direction than to provide her with the means of gratifying it.

Such then is a very brief account of the methods which are being employed with success at the present time in the teaching of modern languages in France. Doubtless there is nothing new in all this to the modern English teacher of these subjects. Such a one would no doubt perceive, on the other hand, that the solution of the problem as to how the more thorough and grammatical study of a language can be properly grafted on to the early oral teaching has not been altogether successfully solved. Had this been done, the results would no doubt be still more satisfactory. But the moral seems obvious: if this is the case in a country where the reformed methods have been more or less in vogue for the past twenty years or so, all the more need that the problems involved should receive at our hands the consideration they deserve, if our tardily awakened interest in these matters is to be productive of real permanent improvement.

A PLEA FOR BOARDING SCHOOLS.

By ETHEL DAWSON.

THE case of "Day Schools *versus* Boarding Schools," so ably stated in a recent number of *The Journal of Education*, demands the consideration of all those who are concerned in the management and education of girls. Speaking also from experience of education in boarding schools, day schools, and home, I should be inclined to agree with the opinions of the writer if one could class together all homes and all schools, or if one could define "home" and "school" as two clearly distinct things to be weighed against each other. Obviously, this is impossible. "Home" may present as many different pictures and meanings as the letters of the English alphabet. Home at its best is the spot nearest to Heaven; at its worst it is the theatre where human passions and human weaknesses give themselves freest play. Melancholy pictures of home will rise before us all, and, sad though the fact may be, it is often the very best and wisest thing for a girl to be taken away from surroundings that would shadow and distort her views of life. In such cases a boarding school is generally the only alternative.

In the case, too, of daughters of parents forced to live abroad, and daughters of dwellers in remote districts, the boarding school is often the only and best place for education. For what can be put in its place? Mere "family life" is not always desirable as a substitute for home, even if it could be had. Surely the

difficulties of finding suitable family life among strangers for one's daughters would present far more difficult problems than do the drawbacks of the boarding school of good standing.

The ideal life for a girl is home and home education, where it is possible to obtain the teaching that is required. The day school includes many of the objections advanced against the boarding school, since the time spent there leaves but a small margin for home, and the interests of school must take a very prominent place. A girl educated with her sisters in a wise and loving home atmosphere ought to develop all that is best in woman's nature, since Nature herself will be ever in the foreground. This is the ideal. But, as I have pointed out, the wise and loving home which can command the requisites for good education for its children is by no means general. And the parents even in such homes are often of opinion that it is better for their girls, as well as their boys, to learn something of life in the small world of school that they may not grow up self-centred and prejudiced.

Bearing all these things in mind, I hold the boarding school a necessity; and, though real and valid objections may be urged against it, we must accept it as the best means of providing for all those girls who, either from necessity or choice on the part of the parents, must leave home for a time.

That the girl who has lived away from her home from the age of ten to seventeen is thrown out of touch with home life is true, and that she thus misses what ought to be the best of all influences in the development of her character cannot be denied. My argument is not for boarding schools *versus* day schools or *versus* home. I would simply urge that, because the conditions of life make it impossible for a large number of girls ever to enjoy the inestimable advantages of home and education combined, we must face the only alternative and accept the boarding school, resolving "to make it fair up to our means."

As a matter of fact a girl's home has set its indelible stamp upon her before the time she reaches the age of ten. There is too much talk about "the formation of character." Those of us who deal with girls know that they are not plastic material to be moulded this way or that. The influence of their early years, and heredity and environment have already determined the form. It remains only to give it the best conditions for growth and the best chances of development.

The affections and emotions playing so large a part in woman's life are not likely to be "stunted and warped" in a school governed wisely. These are a matter of heart and character. Girls of the too emotional class learn at school that most necessary lesson of self-restraint which enables them to overcome this weakness, simply from contact with stronger and better balanced natures; while those deep and abiding affections which lie at the root of every true and strong heart gain strength and value from contact with other and different lives. If the girl be not living the most natural life, she is yet given opportunities to grow in more than intelligence. She is unconsciously learning human sympathy and understanding of other points of view and the fact that she, a unit, is nevertheless part of a great sisterhood and of a world in which none can live a life of isolation. A girl brought up at home does not always learn these lessons so well.

The idea of "cloistered life" in a boarding school I hold to be quite unnecessary. That "woman as an individual, or as a collection of individuals, is not meant to live alone," nobody will deny. But the girl who has years of lesson-learning before her has not come to the time when she must think about this. In the holidays, in letters from home and friends, she will pick up the links missing in school life. There are problems in this question which cannot be touched upon here; but the wise head mistress will secure that, while her little world of girls must in a measure be kept to themselves, the tone of thought and conversation shall prevent that fact obtruding itself upon their minds. Unwisdom here has many a time been the means of provoking the little Eve to think of forbidden fruit.

I would urge, then, that the boarding school is a necessity, and that it may have many advantages. It demands much thought in its constitution and government. Its tone and aim depend upon the teachers, and principally, of course, upon its head. She must be a keen judge of character, large minded, tolerant, and of wide experience and sympathy. She must, in addition to this, look upon her girls individually always, not collectively. She must know when to speak the incisive private word, when to excuse, when to condemn. She must know that

education includes infinitely more than teaching. She must always be on the watch—always at hand; and to be able to do the best for her girls she must not have too many under her care at a time.

Let us find the right teachers and we need have no fear about the results. There are many happy mothers now who carry the influence of their school days into a wide and useful life, and many faithful friendships which date from the days when two young minds began to "rub each other's angles down."

Above all, let us demand those teachers whose first care is not for institutions, not for mechanism of curriculum and code, but for the individual life and the atmosphere it needs to bring out its best and highest power.

IS CULTURE DECLINING AMONG WOMEN?

IT has lately fallen to my lot to read through a great many memoirs and letters of women of the mid-Victorian era, not women of genius, but educated, cultivated gentlewomen belonging to the professional classes, and I have been struck by the extraordinary air of culture that surrounds them, and gives them an atmosphere quite different from that which surrounds the educated woman of the present day. I do not think any of these women to whom I refer would have been called learned or scholarly in the modern sense: they do not appear to have been specialists in any one subject—their knowledge of mathematics and science would probably disgrace a sixth-form high-school girl. Yet they possess a something, difficult to define or even describe, which the modern clever woman, except in the rarest cases, is without. They would appear to have had a wide general education which enabled them to take an interest in many subjects rather than in one; they generally read French and German, and often Italian; and their knowledge of English writers showed love and appreciation—two qualities so often lacking in the modern student of literature, although she is generally well versed in the philology, chronology, and even philosophy of her author.

That delightful book "Three Generations of Englishwomen" gives a vivid picture of the type of woman I have referred to. It takes us back to the early years of the nineteenth century, when women of the middle class would appear to have led leisurely lives in which they could cultivate both their intellectual aspirations and their domestic instincts. We are introduced into the society of Norwich gentlefolk, a society of refined intellectual men and women with a keen interest in all the events of the day. Mrs. Taylor, the first of the trio whose lives are recorded in this volume, was the wife of Dr. Taylor, who was one of the earliest to appreciate the great German poets and philosophers. Like her husband, she was an admirable German scholar and assisted him in his work. Yet she was nothing of a *femme savante* or a *précieuse*, and was as capable a domestic manager as she was a translator. Her daughter, brought up at home in a cultivated household, enjoying the advantage of intercourse with intellectual men and women, was an excellent French scholar, a delightful conversationalist, and the honoured correspondent of some of the best known French statesmen and economists of the day. The last of the trio, Lady Duff Gordon, will be remembered for her letters from Egypt, which are full of charm and delicate sympathy and understanding. None of these women has earned for herself a niche in the Temple of Fame, but they have left behind them a fragrance, a memory of cultured womanliness that is most attractive, and in our own time most rare. And these three ladies are not isolated instances of the woman of the mid-Victorian era: the letters of Jane Welsh Carlyle, those of Mrs. Grote, the life of Miss Clough, "Recollections of Girlhood," and many other records of the period reveal the existence of the cultured gentlewoman of the middle class, who is rapidly disappearing from our midst.

She has given place to a new type of woman, the product of new circumstances and new conditions of life. She may be one link in the chain of evolution, necessary for the progress of the

world: the older type had to go, perhaps. It may be it was too refined a thing to survive the modern environment of woman; but one cannot refrain from a few regrets at her passing and a wish that her culture had remained. The woman of to-day is clever, intelligent, capable, and often learned, but seldom cultured. She goes to the University, but culture is not there any more than it is in the schools; she often reads much, but books alone fail to give it. Culture, indeed, like all the highest graces of the mind and soul, cannot be taught in precise terms: culture is a flower that can only spring up and flourish in the right atmosphere, and it is this atmosphere that we lack. Life to-day, for most of us, is one long rush. At school we learn so many subjects that we can study no one thoroughly and appreciatively. Science and mathematics loom so large in the modern girl's curriculum that the "humanities" are pushed on one side or take the form of "getting up" a play of Shakespeare, "Paradise Lost," or "The Faery Queen." The high-school girl is not taught to think or to appreciate the beauties of literature or art, but to pass examinations. She is a very apt pupil. She is provided with no standard by which to judge the novels and poetry of the day, and so she plunges into a course of indiscriminate reading, and reads the neurotic, hysterical novels which Mrs. Craigie so rightly condemns. She reads nothing but what is new and the subject of conversation at parties and "at homes." If she had a good background of real literature, such reading, though a waste of time, would be comparatively harmless; but, her mind being an arid waste, these noxious excrescences take firm root and flourish exceedingly.

It is somewhat sad to feel that the higher education of woman, the recognition of her right to consideration as an individual and not a mere appendage of man, has brought with it this loss of culture. Is it inevitable? If so, many will doubt if the greater independence of our sex is any compensation for this loss. It may be, however, that we are only in a transition state; and we but dimly apprehend the true meaning of "higher" education, which is not, as Ruskin told us, "to turn woman into a dictionary," but to develop her imagination, her sympathy, and awake in her the desire "to know the best that has been thought and said in the world."

ESTHER LONGHURST.

THOMAS WETHERHERD SHARPE.

LAST month we briefly chronicled the death of the Rev. T. W. Sharpe, C.B.; but so eminent an educationist claims a fuller notice.

Born in 1829, the son of the Rev. Canon Sharpe, Vicar of Doncaster, he was educated at Rossall School, whence he proceeded to Trinity College, Cambridge. In those days there were no entrance scholarships, but in his second year he was elected a scholar of his college and a Bell University Scholar. In 1851 he graduated in Double Honours, twelfth Wrangler and a First Class in the Classical Tripos. The next year he was elected to a Fellowship at Christ's College, and for five or six years he was in residence as Lecturer of the College. He was also famous as a coach, and among his many distinguished private pupils was the present Duke of Devonshire. In 1857 he was appointed one of H.M. Inspectors of Schools, a post that he held for exactly forty years, retiring in 1897 as Senior Chief Inspector. In 1894 he was created C.B., in recognition of his services to the Department, being the first cleric to whom this distinction had been awarded.

By his singular combination of moral, social, and intellectual qualities, he won the confidence both of the Department and of teachers. A thorough-going reformer from the first, he knew the times to press reforms and the times to hold his hand. If ever a Grenville should arise to write the secret history of the Department, it would be found that Mr. Sharpe was the author and instigator of the chief improvements in Codes and Regulations for which successive Vice-Presidents have taken the credit. But Mr. Sharpe was as anxious to conceal his personality as most public men are to advertise themselves. We may without indiscretion give one of many instances. Passing an elementary school on a walk with a young relation when the children were all out at play during

the morning interval, he said to her: "You can't think how happy that sight makes me; for it was I who got that quarter of an hour's recreation inserted in the Code."

Wherever there was a delicate negotiation to be conducted or troubled waters to still, Mr. Sharpe was the chosen delegate of the Department. He had that "sweet reasonableness" which Mr. Matthew Arnold more preached than practised, and it was impossible to quarrel with him.

His activities were not confined to his official sphere, and every society and institution for the furtherance of education could reckon on his support. To mention only those in which he took a leading part, he was Principal of Queen's College, London, President of the College of Preceptors in succession to Dean Jex-Blake, a Vice-President of the Teachers' Guild, and an Alderman of the Surrey County Council.

His connexion with the Maria Grey Training College deserves a fuller notice. When the Teachers' Training and Registration Society determined in 1877 to start a department for the training of secondary women teachers it was mainly through Mr. Sharpe's mediation that a home was formed for the new College in connexion with the Rev. W. Rogers's schools at Bishopsgate. Few at that date had any belief in training (except for lower-grade teachers), and it needed faith and courage to persevere in an experiment which involved heavy pecuniary loss. Mr. Sharpe's faith never failed. He found or made time to visit the College constantly, and not only to direct the organization, but to take a personal part in the actual training. He was a sturdy beggar, and it was greatly owing to his importunity and persistent advocacy that the funds were raised that enabled the College to be transferred first to quarters of its own in Fitzroy Square and afterwards to the spacious buildings that it now owns at Brondesbury. The College was very close to Mr. Sharpe's heart, and, after failing health had compelled him to resign one by one the various offices that he held on educational bodies, he retained to the very end his position as Chairman of the Council. A colleague who knew him well once said of him: "He hated humbug; slaved for others, and never ground an axe of his own." A homely epitaph, but where could be found one more honourable?

JOTTINGS.

DR. SAMUEL G. GREEN, who died last month at the age of eighty-three, used, as one of his school reminiscences, to relate that his Head Master used to read aloud to the boys the monthly parts of "Pickwick" as they came out, and that a whole holiday was given in honour of Mr. Pickwick's release from the Fleet.

MR. GREGORY SMITH has been appointed to the Chair of English Literature at Queen's College, Belfast.

MR. T. R. BURNETT, assistant master at Lincoln Grammar School, has been appointed Head Master at Kirkby Lonsdale Grammar School.

MR. R. S. W. HAYDON, second master at Dewsbury Grammar School, has been appointed Head Master of Helston Secondary School.

MR. R. NORWOOD, assistant master at Isleworth County School, has been appointed Head Master of Lutterworth Grammar School.

THE REV. C. R. GILBERT has resigned the Head Mastership of Coventry Grammar School, which he has held since 1890.

MR. G. H. CLARKE, assistant master in Hymers College, Hull, has been appointed Head Master of the Acton County School, to be opened next year.

MISS FLORA STEVENSON died at St. Andrews, on September 28, after an operation. Miss Stevenson was Chairman of the Edinburgh School Board from 1890 to her death. She was also Vice-President of the Women's Free Trade Union and of the National Union of Women Workers.

At St. Mary's Hospital Medical School open scholarships in natural science (value £110. 10s. each) have been awarded to T. Hare and D. Scurlock, equal, and scholarships of fifty guineas to J. Menzies and A. G. H. Lovett. University scholarships of sixty guineas each have been gained by A. Hamilton, Christ's College, Cambridge, and R. Knowles, Downing College, Cambridge.

THE combined Entrance Scholarship Examination of the seven federated Cambridge Colleges will be held on December 5 and the following days. The last day for sending in applications is November 28. Sixty-two scholarships are offered, ranging in value from £80 to £40. The total value of the scholarships, not including close Eton scholarships or minor exhibitions, is £3,740.

At Emmanuel College a research studentship of £150 a year has been awarded to D. E. Mellanby. A similar studentship is announced for 1906. It is open to all Cambridge graduates under twenty-eight years of age, and may be held in any branch of study. Applications must be received by the Master on or before November 20.

DR. ALEXANDER MCKENZIE, M.A., D.Sc. (St. Andrews), Ph.D. (Berlin), Lecturer and Senior Demonstrator in the University of Birmingham, has been appointed head of the Chemical Department at the Birkbeck College, in succession to Dr. John E. Mackenzie, D.Sc. (Edinburgh), Ph.D. (Strassburg), who has accepted the appointment of Principal of the Technical Institute, Bombay.

Lord L.—y: "Training seems at a standstill. What's to do?"
Mr. B.—e: "I think, my lord, we must put on the screw."
Assistant Master: "Our screw, you mean; yours is not worth a stiver. With better pay no need of a screw-driver."

THE LORD CHANCELLOR used the opportunity of the presentation of the Lord Mayor-Elect to deliver an address on educational endowments, in which his Conservative zeal outran his historical knowledge. According to Lord Halsbury, it was those most engaged in trade who founded those public schools of which Christ's Hospital was a noble example at a time when no political or personal advantage was to be gained by the founders, and no capital was to be made by proclaiming oneself a friend of education. Now every one poses as a friend of education and (so it is implied) only founds schools as a "soft thing" in investments. It may be so, but the instance chosen is singularly unfortunate. Mr. Leach has shown that Christ's Hospital was founded not as a grammar school, but as a foundling hospital, and the Donation Governors were careful to combine business with charity, and get their *quid pro quo*.

Now that it is the fashion to abuse English public schools and to crack up French *lycées* and German *Gymnasien*, a favourable report is a pleasant variety. Mr. George L. Fox, a distinguished Canadian educationist, who has made himself acquainted with both American and English schools, writes to the *New Haven Register*: "In scholarly and intellectual attainment the average boy who finishes the course at a good English school is from one to two years in advance of the average boy in this country who has graduated from our secondary schools."

At the recent Diploma Examination of the College of Preceptors there were 399 candidates. The passes were as follows:—for Fellowship, 1 out of 5; for the Licentiate'ship, 34 out of 155; for the Associateship, 95 out of 241.

THE following appointments to the teaching staff of the Woolwich Polytechnic Day School have been made:—C. H. Davies, B.A. (Grammar School, Wakefield); M. M. McCaul, L.L.A. St. Andrews; Nora E. Robertson; Amy Houghton, B.A. (Victoria).

WE regret to learn that Mr. Edward Pinches has been compelled, on the ground of failing health, to send in his resignation as a member of the Registration Council and to announce that at the end of the year he will retire from the Treasurership of the College of Preceptors. In the latter post Mr. Pinches succeeded his brother some quarter of a century ago, and the success of the College is in no small measure due to his prudent management and wise policy.

MR. RUDYARD KIPLING must by this time be hardened against flattery, but the compliment that Lord Brassey and others paid him in the *Times* of October 14 must have made him blush. They suggested as suitable hymns for Nelson Sunday "Mr. Kipling's inspired

(Continued on page 746.)

A Workshop and a University

THE EDUCATIONAL WORK OF THE CENTURY, APPEALING ALIKE TO TEACHER AND PUPIL

To recognize and deplore the existence of an evil is one thing; to adopt measures which will ensure its immediate removal is another.

So it is with our system of national education. On the defects of the old system every one was agreed. Educational authorities found it cumbrous to manage, teachers had bitter complaints to make of remuneration inadequate to the qualifications required of them, while, worst of all, pupils earned the stigma of being the worst educated children among the great nations of the world.

A SYSTEM IN THE MELTING POT

Whether the recent sweeping changes that have been made afford radical remedy for such a distressing state of affairs it is impossible now to say. At the present moment we are in a transition stage. The whole system is still in the melting pot, and to predict what form it will ultimately assume, however interesting a speculation, is from the practical point of view a futile proceeding.

The truth is that, like every radical change, the change in our educational system must be a gradual one. Even for that most pressing of all reforms, the establishment of a scheme of technical instruction comparable to that of Germany, we must be content to wait. It is hard indeed to see our young men growing up without training in those branches of useful knowledge which can be so successfully applied to the business of life; it is hard, also, to see whole industries passing into Teutonic and Transatlantic hands, simply because from lack of the requisite technical knowledge we cannot carry on these industries at home.

As yet only a beginning has been made with the technical colleges and schools which are to provide the remedy for these evils. To complete the scheme of technical instruction will be a long and costly process.

THE BOOK FOR THE AMBITIOUS

Indeed, for some time to come, those whose minds are bent on self-improvement, especially those who live remote from large centres, will have to depend upon text-books of one sort or another. It is this consideration which has prompted the publishers of the **HARMSWORTH SELF-EDUCATOR** to issue at the

present moment a work whose purpose it is to provide a complete course of education on every subject on which the average man could desire instruction.

Special attention has, of course, been devoted to the technical side. Every industry of any importance is treated in its various aspects, and in every case just the kind of information is given which will enable the worker to make himself more proficient in the industry which he follows, and to qualify himself for one of the better positions which it offers.

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Not the least remarkable feature about the book is its extraordinary cheapness. Issued in forty-eight fortnightly parts at 7d. a part— $\frac{1}{2}$ d. a day—it ought surely to be within the reach of the most modest purse.

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INTERNATIONAL CORRESPONDENCE.—Conclusion of draft letter from Mary Jane to Marie-Louise: "Donnez mon amour a votre pere et prenez un bon bas a vous même."

OVERHEARD at the opening of the Goldsmiths' Institute:—"How are you? Not met for ages. How's the Board getting on?"—"Oh, I've left the Board! Lots of changes there lately."—"So I gather. They've dropped administration and taken to essay writing."

BOOKS OF THE MONTH.

English.

- Beaumont and Fletcher. Vol. I. Text edited by Arnold Glover. Cambridge University Press, 4s. 6d. net.
The English Dialect Grammar. By Joseph Wright. Frowde, 16s. net.
Modern English Literature. By Edmund Gosse. New and Revised Edition. Heinemann, 7s. 6d.
The Age of Transition. Vol. I., The Poets; Vol. II., The Dramatists and Prose Writers. By F. J. Snell. Bell, each vol. 3s. 6d. net.
English Men of Letters.—Sir Thomas Browne. By Edmund Gosse. Macmillan, 2s. net.
Longmans' Silver Library.—Selections from the Writings of Lord Macaulay. By Sir G. Trevelyan. Selections from the Writings of J. A. Froude. By P. S. Allen. Each 3s. 6d.

History.

- Industrial History of the United States. By Prof. Katharine Coman. Macmillan, 5s. net.
England under the Tudors. By Arthur D. Innes. Methuen, 10s. net.
Theodore of Studium, his Life and Times. By Alice Gardner. Methuen, 10s. 6d. net.
Development of European Nations, 1870-1900. By J. Holland Rose. Constable, 18s. net.
Rome and Pompeii: Archaeological Rambles. By Gaston Boissier. Translated by T. Havelock Fisher. Fisher Unwin, 2s. 6d. net.
Contemporary France. Vol. II. (1873-1875). By Gabriel Hanotaux. Constable, 15s. net.

Mathematics.

- Elementary Treatise on Pure Geometry. By J. W. Russell. Second Edition. Clarendon Press, 9s. net.
Arithmetic for Schools and Colleges. By J. Alison and J. B. Clark. Oliver & Boyd, 4s.
Introduction to the Infinitesimal Calculus. By H. S. Carslaw. Longmans, 5s. net.

Miscellaneous.

- The Bible and Christian Life. By Walter Lock, Warden of Keble College. Methuen, 6s.
Kipps: the Story of a Simple Soul. By H. G. Wells. Macmillan, 6s.
The Children of Good Fortune: an Essay in Morals. By C. Hanford Henderson. Constable, 5s. net.
Counsels for the Young: Extracts from Letters of Mandell Creighton. Edited by Louise Creighton. Longmans, 2s. 6d. net.

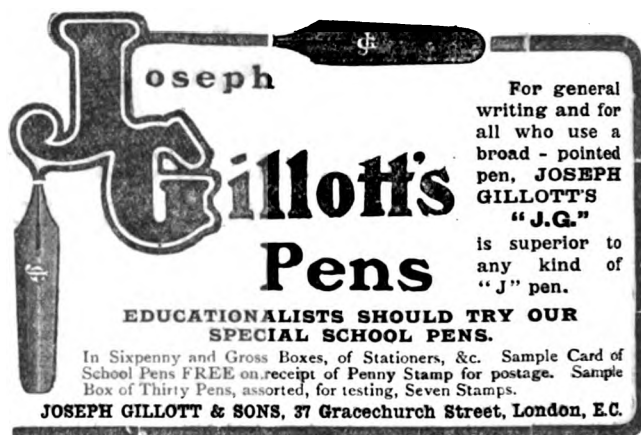
Pedagogics.

- Hygiene for School Teachers. By A. Watt Smyth. Simpkin, Marshall, 6s.
Text-Book of the History of Education. By Prof. P. Monroe. Macmillan, 8s. net.
Lingua Materna: Chapters on the School Teaching of English. By Richard Wilson. Arnold, 3s. 6d.

Science.

- Handbook of Metallurgy. By Dr. Carl Schnabel, translated by Henry Louis. Second Edition. Vol. I., Copper, Lead, Silver, Gold. Macmillan, 25s. net.
Radio-activity. By Prof. E. Rutherford. Second Edition. Cambridge University Press, 12s. 6d. net.
An Introduction to Geology. By J. E. Marr. Cambridge University Press, 3s. net.
Elements of Electrical Engineering. By T. Sewell. Third Edition, revised and enlarged. Crosby Lockwood, 7s. 6d. net.
Second Stage Inorganic Chemistry (Advanced). By G. H. Bailey. Third Edition, rewritten and enlarged. Clive, 4s. 6d.

[Acknowledgments of numerous Modern Language books and others are unavoidably held over till next month.]



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THE CRY OF THE CHILDREN.

LAST month we gave some account of the introductory memorandum by the Chief Inspector of Public Elementary Schools, which stands as a preface to the reports of the five women Inspectors appointed to inquire into the condition of school-children under five years of age. It was a summary of a summary, and, though we find nothing to alter, yet, from its nature, it could but inadequately convey the impression left by the perusal of the full reports. These vary greatly in value and to some extent in the conclusions reached; but this diversity in detail serves only to emphasize and accentuate the unanimous and almost unqualified condemnation of the existing system.

It is an exceeding bitter cry, this cry of the children, repeated in a monotone of five voices, hardly less pathetic than that written by Mrs. Browning half a century ago—in some ways more pathetic, as the evil in this case has been wrought by want of thought and misguided philanthropy, and was therefore remediable—not by heartless selfishness which knew no law but compulsion. We have no wish to exaggerate, and we gladly admit that the very publication of such a report is a sign of repentance and a guarantee of instant reformation. Yet there is no blinking the fact that out of the mouths of the Board's own Inspectors it is proved that a cast-iron Code, with payments by results and a system of men Inspectors who have no knowledge, either practical or theoretical, of child nature, and of teachers whose bread depends on satisfying such Inspectors, and partly on the numbers on the register, have produced a tyranny almost as grinding, and differing only in degree, from the old tyranny of the coal mine and the cotton mill.

"For oh," say the children, "we are weary,
And we cannot run or leap;

If we cared for any meadows it were merely
To drop down in them and sleep.

Our knees tremble sorely in the stooping,
We fall upon our faces trying to go,

And underneath our heavy eyelids drooping
The reddest flower would look as pale as snow.

For, all day long, we drag our burden tiring
Through the coal-dark underground,

Or, all day, we drive the wheels of iron
In the factories round and round."

Mutatis mutandis, this lament might serve for some of the infant schools described in this volume, and even round the best shades of the prison-house begin to close. Let us compare "A Day of my Life at School, by an Infant," for every item of which we can give chapter and verse. Breakfast at 7—tea and dry bread, with a pickled onion; 9-9.30, stood for prayer and hymns; 9.30-10, stood for reading lesson; 10-10.45, sewing lesson, threaded needle; 10.45-11, recreation, filed past teacher, toed the chalk-line, and back to desks; 11-11.30, arithmetic—repeated 12×1 , &c., 100 times; 11.30-12, spelling, said *b-a-b*, &c., in chorus; 12, dinner—Turkish delight and a bull's-eye; 2-2.30, drill, dumb-bells, standing on seats—Tom knocked me over, and I was punished; 2.30-3, teacher told story—asleep; 3-3.10, recreation, as morning; 3.10-3.45, wrote alphabet on slates; 3.45-4, cleaned slates.

This is an extreme instance of what might, and we cannot doubt does, occasionally befall an infant of four. At the opposite extreme, we have the picture by Miss Callis of an infant school under the Barry Borough Council, which has frankly adopted Froebelian methods—talks, stories, drawing, "occupations," and games, in place of the three R's, drill, and needle-work. And we have the further testimony of Miss Munday that a freer nursery spirit is beginning to prevail, and that in schools where classes are not too large (these are still the exception) the babies' lot is a bright and happy one.

The main object of the inquiry was to determine the age at which children should be sent to school, and one of the leading questions that the Inspectors had to answer was whether children who have begun their schooling under five turn out better scholars than those who join later. On this point the evidence is overwhelming. Though at starting the later comers may be less proficient in the mechanical arts of reading and writing, yet they are more intelligent and soon outstrip the old stagers. But this argument is not conclusive. Those who are kept back come from a superior class of homes; they are better nourished and better tended by their parents. It does not touch the question whether the waifs and wastrels would be better or worse off if they were excluded from school till they were five.

The Government, as is usual with this Government, has an open mind. It will consider the matter and meanwhile shifts its responsibility on to the Local Authorities. "*Fais ce que voudras*" is its motto.

The *Times*, as might be expected, goes further. The Report confirms the suspicion it has long entertained "as to the educational value, from a national point of view, of infants' schools and departments." They are irregularly attended; they are centres of infection, and they shift the natural responsibility from the parent to the State. Why should we not be content, as other countries are, with enforcing education from the age of five or six? By all means, we answer, if, as other countries do, we provide in their stead nurseries or *crèches*. But to the *Times* the Chief Inspector's suggestion to this effect savours of socialism: it threatens to aggravate "the growing uneasiness as to educational burdens."

It is curious to find these identical objections stated categorically in Buisson's "Dictionnaire de Pédagogie" under the article "Crèches," and we cannot do better than reproduce M. Marbeau's comment: "*Ces objections, souvent réfutées, se reproduisent jusqu'au moment où l'expérience, juge sans appel, les eut définitivement condamnées.*"

There remains to consider one important point on which the five Inspectors are by no means agreed. Who are to be the teachers or guardians of the reformed infant schools or day nurseries—call them what you will—that all alike would see established? Miss Munday desiderates teachers holding the Higher Froebel Certificate and trained at the Froebel Institute. Miss Callis wants for infants under five bright, sympathetic girls with the motherly instinct strongly developed; in fact, a superior class of nursemaids. There seems to us a happy mean between these two extremists. A trained *Kindergärtnerin* for every twenty-five babies is a luxury that no country could afford. On the other hand, for such a post some acquaintance with Froebelian methods and some knowledge of hygiene seem to us essential qualifications. If a special course of training were provided for girls leaving school at sixteen or seventeen which led to such appointments, there would be no lack of candidates.

A word of explanation must be added. We have purposely ignored what is, in a sense, the most striking and significant

of the five reports. Miss Bathurst brings a series of the gravest charges against the Board, its Inspectors, managers, and teachers. The Board prefixes a note of warning, and traverses many of the statements in footnotes. As all names are omitted, it is impossible for the public to pronounce judgment, and we have still to hear Miss Bathurst's defence.

To publish her Report in its present form was, we hold, a grave error of judgment, though we doubt not that in ordering its publication the Board were actuated by the honourable motive of unwillingness to suppress a Report which reflected on themselves and their officers.

THE LEAGUE OF THE EMPIRE.

THE EDUCATIONAL VALUE OF ITS WORK.

THE central idea of the League of the Empire, as far as regards its educational function, is the affiliation of schools of like grade throughout the Empire for correspondence and exchange of work, whether descriptive letters, essays, photographs, or Nature-study specimens. Other work in hand is the exchange of specimens for school museums and collections, and the procuring of valuable statistics and other information as to the methods and standards of work and conditions in the teaching profession throughout the Empire. It has also undertaken the sending out of magazines and other literature to schools in outlying colonies.

In all cases it is the school applying to be "linked" to another school which chooses the part of the world with a school in which it desires to correspond; and great care must, of course, be exercised to link only schools of similar standing and grade.

Proof of how the idea has appealed to leading English educational authorities may be found by perusal of the list of Vice-Presidents of the League, which includes such names as those of the new Head Master of Eton, Canon Lyttelton; Dr. Burge, the Head Master of Winchester; and Prof. Sir Richard Jebb. Among the leading colonials and Anglo-colonials on the list are the Agents-General for the different colonies, Sir Gilbert Parker, M.P., and Lord Strathcona, the President. Also so able a man as the present Premier of New Zealand (able, yes, apart from any opinion as to his politics), and one of the best colonial governors that there ever has been, and much the best New Zealand ever had, Lord Ranfurly, are both greatly interested in the idea, Mr. Seddon having become a member of the League Council, and having ordered the purchase of its pamphlets for distribution among the schools.

If further proof be needed that colonial educational authorities have at once recognized that the League has, indeed, got hold of the right idea, and is carrying it out in the right way, entirely free from sectarian or party bias, and purely on its educational merits, the official position of the League may be cited. The Colonial Office thought its proposals sufficiently important to send a special dispatch about them; and the schemes proposed were accepted by every country in the Empire. Writing as a colonial myself, having had a purely colonial education, and being in constant touch with colonial children, I am convinced that the work of this society will tend to remedy one of the great defects of a colonial education—the difficulty of getting children to take enough interest in matters outside their own colony. Knowing what I do, also, of the lack of information of supposedly educated English people about our colonies, and how they often go out to a colony without the remotest idea of what they may expect there cannot but guess at a gap which the extended working of such a system as this might do much to fill, especially now, when there is so much talk—I would like to say prating—about sending "our superfluous population," in particular "our superfluous women," to the colonies.

So highly, indeed, did the present Colonial Secretary think of the League's educational work that he wrote this year that he "would be pleased that one of his Committees should co-operate in any way with its work, which, he was glad to learn, is being strengthened and extended." Of testimony from the colonies there is no end. The Superintendent-General of Education for Cape Colony wrote to the President of the local

branch of the League: "Every assistance I can give your society you can always reckon upon. The assistance is really mutual, and I have a consciousness that considerable educational good has accrued from your work." The League is the official agent for reciprocal educational work to four of the Colonial Education Departments; throughout the Canadian Provinces, except the two recently named North-West Provinces, its literature is distributed, and one of the Canadian Educational Superintendents recommends the inter-imperial correspondence scheme "as the most effective way of developing the ideas and interests of pupils and of preparing them effectively for citizenship of our great Empire." In Australia, also, the League has done much good work, and has several local branches.

From teachers there are many testimonies to the good done to their children by association with the League, especially to the greatly increased interest taken by them in their work. One head mistress tells us that never before had she been able to get such good work from her pupils as that which they were spurred up to do by the thought that their work was interesting to their friends in a colonial school. In several primary schools in particular the teachers have noted how expectantly the colonial children's letters were awaited, what lamentations arose when once some of them failed to arrive to time, and how in one case even the routes by which the letters must come were looked out. Almost every letter bears witness to the desire of the sender to enter into correspondence—a perfectly spontaneous desire, since the letters go away just as they are written.

There is one letter, for instance, from a boy pupil-teacher in Australia, which is a most valuable, if boyishly worded, testimony to the practical value of the work of the League.

Many of us [he says] at first thought it absurd to be writing to some one they had never seen or heard of before; yet now, as we write to our chosen friend, in a distant country, it is marvellous how friendly, even intimate, we feel. I write like an old friend, in fact. . . . The accounts of school life and outside experiences, with descriptions of people, places, and animals in other countries, are both instructing and amusing, much more interesting than reading a carefully worded, formal account in a magazine (also more likely to be correct). . . . The pleasure of writing is not the only pleasure to be obtained from the union. Some of us have sent specimens of natural history, native plants and wild flowers, pictures and post-cards, showing views of Australia, &c., and are expectantly awaiting specimens from our correspondent. By comparing letters, a member not only receives ideas of the particular country in which his correspondent lives, but also of the country in which his friends' correspondents live.

"We are studying the book call 'Oliver Twist,' " write some Indian children to Sheffield children, "in which the flower groundsel is mentioned. You will be pleased to hear that you gave us an idea of what groundsel is." This because specimens of the plant had been sent along with other common English field plants, and had been looked up among them by the children. Instances like this might be mentioned almost *ad libitum*: it suffices to cite two or three at random.

The mention of groundsel brings to mind the section of the League of the Empire which is devoted to Nature-study, the chairman of which is an Eton master, Mr. Matthew Davenport Hill, M.A., and whose honorary secretary is the curator of the Eton College Museum, Mr. Wilfred Mark Webb. This Committee has recently issued a paper suggesting the kind of reciprocal Nature-study work which it thinks might be undertaken. It has drawn up a list of six subjects about which illustrated records of continued observations may be made, such as the Sun, the character of the surrounding neighbourhood of any school, the life history of a common plant or animal, a description of a pond and its inhabitants or of a tree and its visitors. Most of these subjects could be studied in any part of the world.

So far, almost of necessity, since its work was at first experimental, the League's activities have been chiefly confined to superintending the linking of schools for exchange of letters, though out of the letters much else has grown spontaneously, for instance, the exchange of photographs, in which Winchester College and Melbourne Grammar School have led the way.

Of the inter-colonial school competitions and Lord Meath's prizes mention has already been made in this journal.

As instances of corresponding schools, may be cited Winchester High School, and the Advanced School for Girls, Adelaide (South Australia); Epsom College and Combermere

School, Barbados; Howell's School, Denbigh, and Bishop's Strachan School, Toronto; Notting Hill High School and Rondebosch High School, Cape Town; Kenwood Preparatory School, Sheffield, and St. Paul's School, Calcutta; while the Allan School, Stirling, is linked to several schools, as is also the Moss Side Higher-Grade School, Manchester.

Besides the advantages which were anticipated from the working of this interesting scheme, it is evident that many unforeseen by its promoters are actually resulting. It is clearly shown, by the English children's letters especially, that the writers must have been incited to take an interest in their surroundings, in their native towns, such as they never felt before; and the same applies to the colonial children. English children relate, often charmingly, their local history, and describe the specialities of their town—why Saffron Walden came by its name, what Banbury cakes are, and what cause Banbury has to be proud of herself; or they justify the climate of Sheffield or even of London to their correspondents over sea. "Although we live in London, where there are nearly all houses, we are not so stuffed up as people think." And there follows an enumeration of the large London parks. Canadian children, after retailing the wonderful natural wealth of their country, are careful to remind the English children that "apart from this our land is a land of history and romance." And there follows some account of the famous Canadian battlefields and of the village described in Longfellow's "Evangeline." The young Canadians will not allow the Dominion to be undervalued, and few children's letters are so lively as theirs.

The variety of subjects dealt with in these school letters from all round the Empire is hardly to be realized except by one who has the privilege and pleasure of looking over them. They are often exceedingly graphic, and they give a really wonderful picture of the conditions of child life in all parts of the English-speaking world, from Ireland to the backwoods of Canada, and from the heart of the British metropolis to the "still-vexed Bermoothes." A wonderful light, also, they throw on the varied conditions of school life which climate and other circumstances compel in different parts of our colonies; and they must, in time, afford their receivers much practical familiarity with the customs of one, at least, of those oversea possessions to which in time it is more than likely they may have to emigrate themselves. It seems, indeed, the most practical way of giving children a living interest in the geography and history of and conditions of life in, at any rate, part of the British Empire, even in its products, plants, and animals, that has yet been hit upon, to say nothing of its effect, obvious to any one who reads any half-dozen letters taken at random, in rendering firmer those invincible bonds of sentiment and good feeling between all parts of the red-painted world—an effect which, as a colonial, I cannot but believe that every British subject desires, at least if it can be brought about by so gentle a means as friendly co-operation, mutual service, educational interchange between child and child or school and school.

The Hon. Secretary of the League is Mrs. Ord Marshall, and its offices are at the Caxton Hall, Westminster.

C. A. B.

PUPIL-TEACHERS IN THE BALANCE.

THE Report of the Board's Examiners on the work of candidates in the King's Scholarship Examination, 1904, is depressing reading. The large majority of these were pupil-teachers in the last year of their engagements. The remainder, among whom were found both the worst and the best, consisted of "Article 68" and of those who had previously passed in a low class. In the most important subject—English Literature and Composition—it is reported that the formal grammar was fair, and that the "books for general reading" had been read with interest and appreciation. On the other hand, the "books for detailed study" had been crammed without intelligence. Whatever was not reproduced from the notes was worthless. Of the essays not more than 15 to 20 per cent. could be adjudged as good. Few of the candidates could be trusted to correct the compositions of children in the elementary schools. It is the same in History. The score of a question was not

grasped. At least a third of all that was written was irrelevant. There was no appreciation of cause and effect. Only cram publications and primers have been studied.

It would be tedious to pursue our analysis, but the reports on foreign languages deserve particular attention. French was taken by some 6,500: of these only the 10 per cent. who obtained sixty marks out of a maximum hundred are pronounced fit to teach the subject even to young children. The passage for composition is pronounced by several of the examiners too difficult, but it is distinctly below the standard of the Cambridge Junior Locals. To the same effect in Latin it is reported that the bulk of the candidates cannot tackle an easy unseen, and that the preparation of a set book is the only part of the study that has any value, and that only provided that the study is continued for another couple of years.

With such results it seems to us very questionable whether it is wise policy to encourage pupil-teachers to take up a foreign language. With nine-tenths it has proved almost a pure waste of time. Fortunately, the Report has only an historical interest, and we have to consider the conditions under the new Pupil-Teacher Regulations. But, as is pointed out in a prefatory note, this record of the past may serve to show the directors of pupil-teacher centres the points in which young teachers chiefly need guidance and support. To us the main lesson they seem to convey is summed up in the homely adage: "Non multa, sed multum."

COLONIAL AND FOREIGN NOTES.

FRANCE.

The professors of history and geography having been, as we reported, clamorous for more time and attention to be given to their subjects, a new ministerial decree regulates the hours and matters of instruction in the classes of "Philosophie" and "Mathématiques." To history and geography together are assigned three hours a week during the first half year and four during the second; geography regarded separately must have at least one hour a week given to it throughout the year in these, the highest, classes of *lycées* and *collèges* for boys. The programme of matters to be taught in history shows singular breadth of view; but we will confine ourselves here to geography. The end to be sought in teaching the subject, says the decree, is to make the pupil acquainted with the economic condition of the principal Powers—a study which presupposes a knowledge of their geographical circumstances. As to the latter, there can be no question of minute particularity; what is to be impressed are the main features of great geographical regions, with reference to contour, climate, hydrography, natural productions, &c. In treating of physical geography, which will naturally be dealt with before economic conditions are examined, the professor may group several States: he may, for example, regard Central Europe as a whole, or he may connect Canada with the United States. The principal Powers are specified to be: the British Isles, Belgium and Holland, Germany, Switzerland, Austria-Hungary, Italy, Russia, China and Japan, the United States, the Argentine Republic and Brazil. It is of itself a lesson in history and geography to observe that Spain is ignored and Japan insisted on. The chief roads, railways, ocean trading routes, and lines of telegraphic communication are to be mastered as well as the natural features of the various countries. And when geography has been studied in this way it is correlated with history. Thus the French boy will learn the physical geography of the United States, will consider the expansion of the country, the growth of its population, and its present economic condition. Then in his history lessons he will be taught about the political organization of the Republic, about the abolition of slavery, and about the new policy of annexation. Surely the scheme is of ideal excellence; but practicable only if much detail is thrown overboard.

GERMANY.

Albeit that Karl Blind has been discoursing against co-education in the *Vossische Zeitung*, experiments with the education of boys and girls together are being made from time to time in Germany. Some of them have already been reported in this column. A much valued correspondent now writes from Hesse:—"Co-education is occasionally talked about here, and there have been advances made in this direction. At Ingelheim and Gernsheim, perhaps at other places too, girls are received in the *Realschule* up to the age of fourteen. At Darmstadt some girls have entered the *Gymnasium*, &c." The steps are timid, the co-education contemplated being doubtless the partial and not the complete.

What is marvellous is that they should be taken at all in Germany. For the country, justly proud of its educational institutions, is somewhat conservative with regard to them; and, when there is anything to be mended, it loves to set examples rather than to follow them.

The *Paritätsfrage*, as many of our readers will know, is the question of bestowing equal rights on the pupils of all the three higher schools: the *Gymnasium*, the *Realgymnasium*, and the *Oberrealschule*. The Prussian reform is the innovation (made about four years ago) by which they were actually bestowed in Prussia so far as the general law of Germany allows. In the great North German kingdom all professions are now open to students coming from any one of the three schools, except that theology is still the preserve of the gymnasiast. A cry is continually being raised for the extension of the Prussian reform to all parts of Germany. It must be remembered that in such matters the several States of the Confederacy have, in great measure, free hands; it is, therefore, not surprising that usage should exhibit great diversity. On the whole, opinion sets in favour of the extension. Elsass-Lothringen, for example, has lately adopted the principle of equality. Prof. Eickhoff, pleading in the *Pädagogisches Archiv* for universal parity, urges a consideration which is often lost sight of. It has always been maintained by the opponents of change that the effect of the freeing of the *Realgymnasium* and the *Oberrealschule* would be to cause a rush of students to the already overcrowded learned professions, and so assist in the creation of that intellectual proletariat which the German Emperor dreads so much. But in practice the result is not found to follow. The number of those in Prussia who devote themselves to theology, law, or medicine is, in proportion to those who take up some technical or practical calling, less than before. It used to be said that the world stood open to him who passed successfully out of the *Gymnasium*. Now, says Prof. Eickhoff, *half the world is closed to him*. The case is the same in England or France as in Germany. Owing to the progress of science and to the numerous applications of science to the satisfying of human wants there are at least thirty professions that may fairly rank as learned, whereas there were once but three. A boy whose education has been purely classical will find ten professions shutting their doors against him for every one that is open.

It is not the object of a Foreign Note to exalt modern schools and sides at the expense of classical. But admonitions like that of Prof. Eickhoff, reminding us that we live in a changed and changing world, come from so many quarters, that we feel bound to call attention to them. Moreover, the students whom we have held to be at a disadvantage in practical life are those who have received a purely classical education; and we are prepared to be told that none such can now be found. But, in Germany, even the gymnasiast gets less classics than with us—no verse composition, prose exercises rather than prose composition, and, in the highest forms, only thirteen hours Latin and Greek out of thirty in school. Our readers, however, may like to see the Prussian timetable and do their own criticizing. It is for *Gymnasien*; U III. denotes *Untertertia*, O III. *Obertertia*, and so on.

Hours a Week.

	VI.	V.	IV.	U III.	O III.	U II.	O II.	U I.	O I.	Total
Religion.....	3	2	2	2	2	2	2	2	2	19
German and Historical Stories	3 1/2	4 2/1	3	2	2	3	3	3	3	26
Latin.....	8	8	8	8	8	7	7	7	7	68
Greek.....	—	—	—	6	6	6	6	6	6	36
French.....	—	—	4	2	2	3	3	3	3	20
History.....	—	—	2	2	2	2	3	3	3	17
Geography.....	2	2	2	1	1	1	3	3	3	9
Arithmetic and Mathematics	4	4	4	3	3	4	4	4	4	34
Natural Science...	2	2	2	2	2	2	2	2	2	18
Writing.....	2	2	—	—	—	—	—	—	—	4
Drawing.....	—	2	2	2	2	—	—	—	—	8
Total	25	25	29	30	30	30	30	30	30	259

The meaning of the time-table is this: If the sixth-form boy in an English classical school (the normal school week being taken as twenty-six hours) were treated like the German boy at the same stage, he would have, on an average, *less than two hours a day for classics*. How much he ought to have we do not stay to discuss.

Strange to relate, even in Germany, where the heads of girls' schools are most frequently men, the phenomenon known as the "feminization" (the word is not ours) of the school is becoming apparent. A short time ago a woman teacher in a boys' class at a Berlin *Gemeinschaftsschule* was a great rarity. According to the lists for the present year, there are only

thirty-seven of these schools having boys' classes in which there is no woman teacher. In 102 schools there are 224 women teaching boys' classes, and in 22 schools there are 50 teaching mixed classes; so that, in all, 274 women—it is one-sixth of the women teachers employed in Berlin—are instructing boys. In one school, out of 16 classes no less than 7 are in the hands of women. Thirty women are engaged as teachers of *gymnastics* in boys' schools.

ITALY.

A little educational quarrel, conducted with the usual peaceful weapons of protests, letters to the press, and resolutions of scholastic bodies still rages around the circular issued by the Minister of Public Instruction under date November 11, 1904. It is, in one sense, about our old friend Greek. We state the issue as clearly as we can in a short form. The circular introduced a material change into secondary education in Italy. After abolishing the *gymnasium*, a boy remains three years in the *liceo*, and receives, on passing out of it with success, the *licenza liceale*, a diploma which opens to him all the faculties of the University. In order to obtain it he was formerly obliged to take all the courses—Italian, Latin and Greek language and literature, history and geography, philosophy, mathematics, chemistry, physics, &c. But under the new system he takes all these courses only for the first year; at the beginning of the second he has the right of choosing between the study of Greek and that of mathematics. If he decides for Greek, he has no mathematics in his second and third years at the *liceo*; if for mathematics, he gets no more Greek except a few lessons on the history of Hellenic civilization. Hence the diversity of opinion to which we have referred. In England it would be, we think, the Greeks that would resist the innovation. Italy sees the mathematicians most indignant. To permit a choice, they contend, is to say that mathematics are not indispensable to general culture, and they object to a certain overcrowding of the time-table in the earlier stages of instruction that results from the change. Meanwhile, if we are correctly informed, the Italian boy has discovered the weak point of options, and enrolls himself under the standard of the more lenient preceptor.

UNITED STATES.

It does not surprise us to learn that the United States is beginning to feel a lack of good teachers—of ignorant and unsuccessful men willing to teach for bread most countries have an abundant supply. We may quote in support of our statement a few sentences from the annual report of the Superintendent of Newark, New Jersey: "A few years ago it was possible to secure competent and experienced principals and teachers at almost any salary that might be offered. That time has passed. To-day experienced and successful principals and teachers are everywhere in great demand. During the year not a few large cities, including, it is said, Chicago and St. Louis, have found it necessary for the first time to advertise for principals and teachers. New York City, by reason of its rapid growth, and still more rapid extension of public school facilities, has found it almost impossible to secure an adequate supply of trained and competent teachers."

The causes of the decline are economic; there is no diminution of the national enthusiasm for education.

CAPE COLONY.

Having got the School Boards Act, the Education Authority is addressing itself to the training of teachers, or, rather, it has begun to call public attention to the subject. In the official *Education Gazette* it is emphasized that the great want of the Cape educational system at the present time is a supply of (1) liberally educated and (2) professionally trained teachers from whose ranks men for the higher and more responsible posts might eventually be drawn. The *Gazette* deems a University education valuable not only by reason of the knowledge acquired, but also because it is of great importance for the future schoolmaster that during his student days he should meet and associate with young men preparing for other professions. "So much of his future life is spent within the school and in constant association with the immature minds of his pupils, and so little of it out in the world and in business intercourse with men, that it is almost inevitable that there will be developed in his mental constitution the schoolmaster's special failing, namely, pedantry—a thing bad for himself and bad for his teaching. Against this a University education is a very considerable safeguard."

Now mark what they think in Cape Colony as to the desirability of training for secondary teachers: "As regards the other qualification, the advantage of training is now beginning to be recognized throughout the English-speaking world. Indeed, its value can be easily demon-

strated. It has been proved over and over again that the ordinary untrained University graduate who has been given charge of, say, a large Standard V. class will not succeed in doing the work either with the easy mastery or with the successful results that mark and attend the work of the average trained and certificated teacher. Indeed, University experience at the outset of the teacher's career is often somewhat of a hindrance to him. The mental outlook and mental processes there acquired have so far removed him from the children he is teaching. A course of training is therefore for the University graduate invaluable."

We think we know where these opinions have been formulated before. We are all the more pleased to find them being promulgated at the Cape of Good Hope; and we have no doubt that we shall presently hear that they have been adopted at Cape Horn, and also in the icebound regions of the North. The *Gazette*, having set forth what has already been done in England and Wales for the training of teachers, ends by observing that the state of affairs, and so the means to be sought for solving the problem of training, are not quite the same as at home. "The conditions in Cape Colony are, no doubt, in some respects different from conditions in Great Britain. For example, the question of the co-ordination of primary and secondary education is not complicated in this country to the same extent as in England by the difficulties presented by social inequality and class distinctions. The typical first-class school here not only provides elementary education for all the white children of the village, but also has a secondary department, and works for the matriculation examinations. Accordingly, the sharp distinction between the primary and the secondary teacher is not so strictly maintained. Our simpler conditions, however, only make the question easier of solution. For the rest, the arrangements to be adopted must follow more or less closely the lines on which the work has already been successfully prosecuted elsewhere."

The Bill for establishing School Boards and otherwise promoting education, of which a summary appeared in this column, has passed through the Legislative Council and, having received the Governor's assent, has now become law under the title of "The School

The School Boards Act.

Boards Act, 1905." It is anticipated that the measure will cause a great raising of the standard of education in Cape Colony. A notable feature of the Act is that it requires land, not less than two acres in extent, to be set apart for school purposes before any new public or private township is established, or any new Municipality or Village Management Board proclaimed. To secure thus in advance an endowment for education is a plan not novel, but nevertheless excellent and worthy of imitation in all colonies.

Another Act just promulgated is designed to prevent the sale of tobacco and cigarettes to children under the age of sixteen. By it dealers are prohibited from supplying such articles to those below the specified

age, except on the production of a written order signed by the parent, guardian, or employer; and teachers may take them from their pupils to hand them to the home authority. We have known the trick done without warrant of law.

WESTERN AUSTRALIA.

The Report of the Education Minister for 1904 is a record of progress. The average enrolment for the year was 26,272, as against 24,532 in 1903; the average attendance was 22,111, as against 20,283 in the previous year. Enrolment, attendance, and the ratio of attendance to enrolment are all increased. We quote from the Report a few words which, in dealing with attendance, bring out some circumstances of life in the colony. "It must be remembered that, though no child is compelled to attend school until he has reached the age of six, children are admitted, if their parents wish it, when they are three years old; 2,673 children of under six years of age were on the rolls during 1904—more than 10 per cent. of the total enrolment. The attendance of such young children is naturally more irregular than that of older children, and their inclusion tends to lower the percentage. On the goldfields, owing to the heat, the attendance is always lower in the summer; and the fact that numbers of children are sent by the Fresh Air League for a holiday on the coast during the school terms lowers the figures still further. In many districts the scattered nature of the settlement involves the travelling of long distances by the children who attend school. In spite of these conditions our average attendance is very high, and has for several years exceeded that of any other Australian State. This result is largely due to the admirable provision of our Education Act, to the excellent work of our compulsory officers, and to the valuable assistance given by the police."

The policeman as an attendance officer has always been our *bête noire*; but the conditions in Western Australia are peculiar, and perhaps, on the whole, it is better for a child to be got into school by a constable than to remain untaught outside it.

We extract from the Report a few other particulars of the educational work that is being carried on in Western Australia.

Of Teachers.

A certain number of teachers are prepared for their duties in the Training College, seventeen completing their course there during the year in question. The college is fed principally with monitors from the elementary schools. They receive a preliminary training in the monitors' classes. Those of the Perth district attend the central classes, while those in other parts of the State are instructed by means of correspondence. As an attraction to the work of teaching, the average salary of an adult teacher has been raised from £152. 17s. 8d. to £153. 12s. 9d.; but unclassified teachers in certain parts of the country have salaries so small that they can hardly exist on them. There are sometimes other inconveniences to be submitted to as well as inadequate pay. The inspector of the Northern Districts and the Blackwood writes: "More might still be done towards increasing the comfort of the teachers' quarters. A number of married teachers still have to be content with two small rooms, and part of the school verandah (often quite exposed) as a kitchen."

To teachers of Bohemian tastes this form of kitchen might seem not altogether despicable. We must, however, quit the subject for another. Many of the playgrounds about the large schools consist of loose sand; but gravelling is being carried on as fast as possible. Imperfections of the ground are an obstacle in the way of gymnastic exercises and drill. Moreover, the inspector of this department laments that the colonists do not see the necessity of regular, systematic, and scientific physical training. Nevertheless, work in the schools that he visited shows promise; it is in a much healthier state than it was twelve months ago. The cadet corps would be larger if equipment could be supplied. At present it consists of twenty-four companies grouped into a brigade of five battalions. A regular course of musketry has been followed by the companies lying within reasonable distance of a rifle-range. It is in the shooting, we learn, that the greatest interest is taken by the boys, whose zeal is stimulated by the National Rifle Association's cup.

TIMBUCTOO.

We may perhaps be allowed to remind our readers that there are other civilizing agencies at work in Africa besides British. The French District School of Timbuctoo has just closed the first year of its existence. To establish it the budget of 1904 provided a credit of 3,000 francs. This grant made, a plan was soon elaborated and approved by the Commandant Supérieur du Territoire. Lack of space and considerations of hygiene forbade the building of the school in the town; but a sandhill close to the western limit afforded a suitable site, and there the establishment, with three class-rooms and a head master's house, was located. It has difficulties to contend with: for it is in a fanatic region where certain *marabouts* have preserved their influence, and where there are Tuaregs and Moors chafing at the presence of the French and hoping to drive them out. Nevertheless, the institution has achieved some measure of success, and last July it had fifty-three pupils on its books. The less energetic of our readers may be shocked that in Timbuctoo morning school begins at six o'clock. But, for their comfort we add, the midday break lasts from ten to three; so that five full hours are allowed for recovery and sleep.

CHRISTMAS BOOKS.

Madame Butterfly, and other Tales. By JOHN LUTHER LONG. (Methuen.)—This pretty romance deals with the social intercourse of the white and brown races, and the tragedies ensuing therefrom, and much of it is written in English as she is spoken by Japanese ladies. The principal story, "Madame Butterfly," has for its theme the eternal "he loved and he rode away," and he did in a heartless and craven way which we cannot but hope is unusual with Americans. He is in the United States Navy, too, and we "thank God he was no countryman of ours"—this Mr. B. F. Pilkington. He marries, in Japanese fashion, a beautiful Japanese girl of seventeen, Cho Cho San, who looks on him as a god in his naval uniform and especially appreciated American methods of love-making. But she becomes alarmed on finding that none of her relations are allowed to visit her. He calls them "Back-numbers." "Mr. B. F. Pilkington"—it was this, among other things, he had taught her to call him—"I lig if you permit my august ancestors visit me. I lig ver' *meach* if you *please* permit that unto me," and she smiled wistfully up at him. However he only laughed at her, good-naturedly always, and said no: "We can't adopt a whole regiment of back-numbers, you know. You are back-number enough for me."

And, though he kissed her, she went away and cried again, and Japanese girls do not often cry." And, in spite of the remonstrances of a humane friend, he persists in this resolve, with the result that she becomes an "outcast," from her people. The intercourse between the two is described with delicate humour, and then, before the arrival of the purple (blue) eyed baby, he leaves her, telling her he will return "when the robins nest again" (*Anglicised*, the Greek kalends). Her gradual awakening to the truth is beautifully and touchingly told, and when she hears his newly wedded American wife read a telegram she is sending to him saying she has seen the purple-eyed baby, which is lovely: "Can't we have him at once?" Cho Cho San takes down her father's sword, the only thing her relations had permitted her to keep when she was outcast, and deals herself the wound that is to save her honour. But the baby crept cooing into her lap, and her little maid bound up the wound. When Mrs. Pinkerton came for that baby the next day the house was empty. There are other stories of equal pathos. "Kito" is a purely Japanese story, touchingly told. The spelling shows American printing—single *l*'s, and *s* where we put *c*.

Cassell's Natural History for Young People. By A. E. BONSER. (6s.)—This may be described as a child's cyclopaedia of the animal world, ranging from the baboon to protozoa. It is well illustrated by full-page pictures, most of them drawn from the life. It is anecdotal, and scientific terms have been eliminated, or, if employed, have been skilfully paraphrased. Our only serious criticism is that domestic animals with which the child is familiar are dealt with perfunctorily. Thus the horse and ass occupy less than a page each. The Greek stands in need of revision—"potamus; kynos, a dog; rhinos, a nose."

A Memorial of Horatio Lord Nelson. By S. BARING-GOULD. (2s. 6d. Skeffington.)—This is not a life, but a memorial. To sift the wheat from the tares, to concentrate attention on what is important, and pass over the trivial, is the author's aim, and Mr. Baring-Gould has succeeded. There is no "chatter about Harriet"—Lady Hamilton is barely mentioned. All the great battles, on the other hand, are recounted in detail. We would have gladly spared some of the illustrations for a few plans. The discussion that has lately filled so many columns of the *Times* on the Nelson Touch is not alluded to.

Horatio Nelson, England's Sailor Hero. By RICHARD H. HOLME. (2s. 6d. net. Walter Scott Publishing Company.)—This centenary life is a curious contrast to the last. The illustrations are mostly poor, but the battle plans are good, and we have pastels of Nelson and Lady Hamilton published for the first time. Anecdotes abound, and there is a not very judicious white-washing of Lady Hamilton. It is brightly written, but there is a good deal of padding: for instance, nine pages of the log-book of the "Euryalus."

Oxford. Described by ROBERT PEEL and H. C. MINCHIN. With 100 illustrations in colour. (6s. Methuen.)—This pictorial guide will be appreciated not only by Oxonians, who can test its accuracy, but by the general reader, who cannot fail to admire its beauty. The editors modestly disclaim any rivalry with previous chroniclers, and are content to act the part of intelligent showmen to the artists. Would we had such showmen for our national galleries! The bulk of the pictures are by Mr. W. Matthison. He is a careful draughtsman with an eye for effect. There is, perhaps, some predominance of purples and pinks; but for this doubtless the difficulty of reproduction is responsible; and on the whole the colouring is excellent. The six prints from Ackermann which are included serve to mark the progress that the art has made since his day. Then the book would have appeared at three guineas. Two charming sketches on the Cher by Mr. Bayzant deserve special distinction.

The Crown of Pine: A Story of Corinth and the Isthmian Games. By A. J. CHURCH. (5s. Seeley.)—The time is the reign of Claudius, and the scene shifts from Rome to Corinth. The hero is a direct descendant of Alexander of Macedon. Aquila and Priscilla are among the leading characters, and St. Paul is dimly seen in the background. All the good people—including the heroine, daughter of the Archon of Corinth—turn, or nearly turn, Christian; and the bad—Claudius, Messalina, Nero, Seneca—all show their better side. The villains of the story are the touts and welshers of the Isthmian race-course. In its reticence and its simplicity it presents a curious contrast to Dean Farrar's "Darkness and Dawn." Under Mr. Church's guidance, "virginibus puerisque contingit adire Corinthum."

The Red Romance Book. By ANDREW LANG. (6s. Longmans.)—Mr. Lang lends his name and nothing more, or, to speak by the card, nothing but a part of the preface, to this year's Christmas book. "Dux femina tacti," the romances are wholly Mrs. Lang's. The range is wide, and there is a level excellence of creation. We begin with Northern Sagas, then pass to Una and the Red Cross Knight, Don Quixote, and Orlando Furioso. Mr. Henry Ford is still the faithful page and the dragons he has drawn would fill the South Kensington Museum. He and Mr. Lang, like the ancient Greeks, have the secret of eternal boyhood.

Bunyan's Pilgrim's Progress. (Large square crown 8vo, with eight full-page illustrations in colour. 6s. A. & C. Black.)—A very handsome volume, printed in large clear type and (what is rare in these days) on good "unloaded" paper. The illustrations by Miss Demain Hammond are very spirited. In particular, Christiana and her daughters is a fine composition and the faces are beautiful, save that of the Christ, which does not please us. It is perhaps hypercritical to object that it was at the sight of the Cross, not the Crucifixion, that Christian's burden fell off.

Among reprints we have received *Milton's Poetical Works* in Macmillan's "Globe Library" (5s. net). It has been reprinted no less than thirteen times since the first edition in May, 1877.

Wood Myth and Fable. By ERNEST THOMPSON SETON. (5s. net. Hodder & Stoughton.)—A pretty little book prettily illustrated, and printed in red ink. The author and artist are one. It is dedicated to "Little Ann," a child half the size of the peacock feather she holds in her hand. We wonder what little Ann will make of the fable which has for its moral "Every bug has its bugaboo," the last sentence of which runs: "Let us hope that there will always be deadly enmity between the monopolous Gulper and the monoculous Angletail;" or of the next fable which tells how the Antelope became an Antelope by passing through the Valley called the Tribulation of Selection, and eating of the tree called Environal Response. In brief, it is one of those books that parents buy for their children to read themselves. For grown-ups there are excellent things: thus the old man who collects lies shakes them up in a bag, and takes from the bottom a pinch of pure gold—the historian.

The Ghost of Exlea Priory. By E. L. HAVERFIELD. (5s. Nelson.)—The story chiefly of a girl's school-days, unhappy partly from her own fault, partly from the persecution of a singularly unpleasant school-fellow. Molly Stanton, who comes of a good family, is completely changed by finding that poverty compels them to leave their old home, and that her widowed mother means to keep a school, which the girl thinks "caddish." Molly is supposed to be a nice child, and we should have expected a little more sense on her part as to this and other points. Elsie Brown is a most lovable character, and we infinitely prefer her to the paragon, Muriel. The repetition of the ghost-seeing is a mistake, and why did it take Colonel Castleton half a lifetime to discover that there was some meaning in Mrs. Stanton's journal? There are six coloured illustrations.

Shoulder Arms! By G. MANVILLE FENN. (5s. W. & R. Chambers.)—A delightful boys' story full of fun and adventure. One does not quite see why Lang should have shipped as a stowaway, when he might have taken the doctor's offer of a trip as far as Gibraltar, and trusted to the chapter of accidents and his cousin's need of him to do the rest: it must have been one of the tricks Lang could not keep himself from playing. The doctor and Dolly are each "characters" of a kind Mr. Fenn loves—hiding depths of kindness under surface gruffness and perverseness. He has the art of making his men and women lifelike, and, by the time the dangers are past, and, by the Goorkha's help, the little party and their escort are saved from destruction, we feel them to be personal friends.

Blackie's Children's Annual. (3s. 6d. Blackie.)—A delightful book for children, full of stories and verses, and capitally illustrated by John Hassell, Gordon Brown, Charles Robinson, &c. The coloured pictures are effective, and come out well on the whole, though it must be admitted that Mrs. Gilpin's hair is of a pale lavender colour. This, however, is not likely to spoil the pleasure of any happy possessor of the Annual.

The Little Folks Sunday Book (5s.); *The Little Folks Fairy Book* (3s. 6d.); *The Little Folks Book of Heroes* (3s. 6d.); *Bo-Peep*, in boards 2s. 6d., in cloth 3s. 6d.; *Archibald's Amazing Adventure* (1s. 6d.); *Tiny Tots* (in boards 1s. 4d., in cloth 1s. 6d.); *Tiny Tales, Merry Hours, Our Picture Book* (1s. each). (Cassell.)—These will prove irresistible to the little folks. The first three are by S. H. Hamer. The "Sunday Book" contains stories from the Bible simply told, and these are illustrated by numerous coloured pictures and monochrome reproductions of well known paintings. On the whole these last are least satisfactory, though "Michal" and one or two others come out well. The coloured "Miriam and Moses," "The Light of the World," and "The Little Captive Maid" are very effective. The "Fairy Book" is full of quaint and pretty fancies, and is daintily illustrated: it is sure to be popular. The "Book of Heroes" records a number of brave actions done by men, women, and children; it has a good many illustrations, and children will find it full of interest. "Bo-Peep" is a store-house of amusement for quite small children: poetry and pictures and funny stories, with a brightly coloured frontispiece and tinted pictures here and there. "Archibald's Amazing Adventure," by S. H. Hamer, with some excellent illustrations by Harry Kowntree, is a most attractive book. It seems hardly possible that one adventure could be so varied and eventful. Bob the Bear's photograph is a striking work of art. The other four books are suited to quite little children. They have pictures on the cover, and each a

coloured frontispiece and some colour here and there among the numerous illustrations, except in the case of "Tiny Tots," where the pictures are black and white.

Under Padlock and Seal. By HAROLD AVERY. (1s. Nelson.)—Mr. Avery is hardly in his happiest vein here; the story does not lend itself to the humour which makes his tales deservedly popular. Still, the mystery of Uncle Roger's chest will serve to while away an idle hour, and the little black-and-white illustrations are good.

The Last of the Whitecoats. By G. I. WITHAM. (5s. Seeley.)—A story of the Commonwealth and Restoration and of a lost heir who was taken from his mother, Lady Gisborne of Holt, because she would not betray Royalist secrets. Hugh is first imprisoned and then sent to a distant farm, where, being but a child, he speedily forgets the ways in which he was brought up, and when found by an old family friend—the last of Lord Newcastle's Volunteers, the White Coats—he is as uncouth and churlish as his enemies could have wished. His painful consciousness of this only makes matters worse; but he is a plucky fellow, and, after a somewhat ill-advised attempt to manage his own education, he turns out in the end a son of whom his mother may be proud. The book is nicely written, but some of the slang words sound suspiciously modern. There are several illustrations, curiously alike in colour, from which yellow, needed in one of them, is excluded.

The Last Chance. By ROLF BOLDREWOOD. (6s. Macmillan.)—The author's name conjures up such visions of freebooters, thrilling encounters, flights from justice, &c., that it will be somewhat disappointing to lovers of excitement to find only one brief fray (the rescue of the supposed leper is but a tame affair) to enliven the phenomenal success of some gold diggers and the retirement of the hero to England to spend his uncounted thousands as a country gentleman, with a family whose chief idea seems to be to see every horse race, boat race, and match within reach. They are more interesting before their fortunes are made, even though the eldest son marries an Earl's daughter, who, oddly enough, is always spoken of as "The Honourable Corisande," while her mother, as oddly, shows her good taste by saying to some old servants who crowd round to welcome her to her former home: "I was afraid I should find some of you in the poorhouse."

The Queen of Shindy Flat. By BESSIE MARCHANT. (2s. Wells Gardner, Darton, & Co.)—A brightly written story of some exciting adventures in Venezuela. A gold miners' camp is raided by the Guayanas, who kill some and carry the others into slavery. An English explorer, who manages to make his investigations, despite the hostile tribes, armed only with a sword-stick, tries to effect their rescue, and eventually succeeds by the help of some Indians.

From Fag to Monitor and Exiled from School. (3s. 6d. each. A. & C. Black.)—These are new editions of two exciting school stories by Andrew Home. The number of reprints proves the popularity of these books; each volume has now eight coloured illustrations.

The Schoolboy Abroad. By ASCOTT R. HOPE. (5s. A. & C. Black.)—Last year we missed Ascott Hope from our Christmas entertainment. He had, we believe, more serious literary engagements. He returns to us with a delightful chatty volume, half fact and half fiction, that is to say, an account of schoolboys of every European nation as they picture themselves either in autobiographies or in works of fiction. Of the sketches that have appeared in these columns it does not become us to speak. With French schoolboys of a sort we are all of us familiar through the pages of Daudet, and of German schoolboys as they appear in their native literature a little goes a long way; but in Russia, Spain, and Denmark Ascott Hope has turned almost virgin soil.

Oxford. By ANDREW LANG. New Edition, with fifty Illustrations. (6s. Seeley.)—This is the good wine that needs no bush. Mr. Lang is the prince of *causeurs*, and Greeks and Trojans will write in praise of his "Oxford."

Don Quixote. Translated and Abridged by DOMENICK DALY. With twelve Illustrations in Colour by S. B. DE LA BERE. (6s. net. A. & C. Black.)—Mr. Daly suspects that very few now read the whole of "Don Quixote," and none with enjoyment. Macaulay, it will be remembered, expressed much the same opinion as to readers of "The Faerie Queene," and by a strange irony convicted himself of not having read it. Both critics, we believe, were mistaken, but Cervantes suffers curtailment more easily than Spenser. The recent translations of Duffield and of Watts prove that there still are readers in England who do not find even the digressions and side stories "mechanical, unnatural throughout, and hardly realizable by any effort of the imagination." Not for such readers is Mr. Daly's abridgment—translation we should hardly call it—but it will suit popular literary taste, the public who are ashamed not to take a reference to Dulcinea and Rosinante, Mambrino's helmet, and the windmills. Mr. Daly has a keen *flair* for what will interest the masses, and he writes good English, but he should beware split infinitives.

(1) *The Romance of Modern Electricity*. By CHARLES R. GIBSON. (2) *The Romance of Modern Mechanism*. By ARCHIBALD WILLIAMS. (3) *The Romance of the Animal World*. By EDMUND SELOUS. (4) *The Romance of Insect Life*. By EDMUND SELOUS. (5) *The Romance of Modern Exploration*. By ARCHIBALD WILLIAMS. (5s. each. Seeley.)—(1) No gifts of exposition can make electricity a simple subject, and this is not a book to read with one's feet on the fender. But for a boy who has mastered the elements it will prove a fascinating volume, and even for the proselyte of the gate to whom the chapter on radium must remain a book with seven seals there are pleasant digressions—Robert Houdin's magical house and a clever conjuring trick invented by the author. No such limitation applies to (2), which tells in untechnical language all about motor-cars, motor-boats, elevators, sculpturing machines, and other mechanical marvels of recent invention. (3) Mr. Selous is himself a distinguished field naturalist, and even when writing of the observations of others he shows an instinctive comprehension of animal ways and a power of seizing on the salient points of interest that make his descriptions instructive and vivid. (4) In insect life Mr. Selous gets farther away from his particular line of study, and is less convincing.

"I tell the tale as 'twas told to me"

is a common refrain. We thought that Prof. Schuster had scotched the myth of the suicide of scorpions. (5) These gleanings from the narratives of recent travellers are well selected and bound into a pleasant sheaf. We have Sven Hedin, Captain Deasy of the Indian Survey, Sir F. Young-husband, A. C. Haddon of Borneo fame, Livingstone, Du Chaillu, Theodore Bent, Nansen, and (a sad ending) Burke and Wills.

(1) *Jack Frost*. (3s. 6d.) (2) *Our Diary*. (2s. 6d.) (3) *John Gilpin*. (1s.) (4) *Railway Alphabet*. (1s.) (Nelson.)—(1) "Jack Frost" tells in rime many tales of goblins, but they are not malicious ones; a little harmless fun is all they indulge in. Every alternate page displays a large coloured picture in striking colours and bold lights and shadows. "The Benevolent Dragon," "The Bottle Imp and the Goblin Rider," and others are very good. (2) "Our Diary" is an amusing description of the doings of two children in their summer holiday. Being ready to enjoy anything and everything, they had a real good time—first at a farm and then at the sea. Here, too, each alternate page is a coloured picture. John Hassall illustrates the adventures of the pair very effectively. (3) "John Gilpin" is illustrated in brilliant colours and bold drawing by Bert Story; the large central picture is particularly good. (4) "The Railway Alphabet" will delight small boys with a turn for engines. The first page shows in black and white a specimen engine of seven countries. The rest of the pictures are brightly coloured. The snow plough has a very fine effect.

Leading Strings. (1s. 6d., or in cloth, 2s. 6d. Wells Gardner, Darton.)—"Leading Strings" has a bright cover and frontispiece and a number of black and white illustrations to stories and rimes such as little children will like. The paper and print are good, and the whole makes an attractive volume.

CORRESPONDENCE.

PROF. VIETOR'S PRONUNCIATION.

To the Editor of The Journal of Education.

DEAR SIR,—It is rather difficult to reply to the vague generalities of "D.A.I.S.'s" inquiry, but, as one who had the privilege of working under Prof. Vietor for some two years and as an old member of his English *Seminar*, I should like to say that, as regards his English, I never heard any foreigner use a more cultivated idiom or one freer from colloquial impertinences.

I have often heard German students in reading Shakespeare substitute the weak forms, "shouldn't" and "couldn't" for "should not," "could not." This I consider a colloquial impertinence, but I never heard Prof. Vietor use a weak form in any place where it would offend the ear of an average lettered Englishman.

Surely "D.A.I.S." if an Englishman, is quite capable of judging for himself between the relative value of literary and colloquial forms. If I were teaching English to a foreigner, I should probably insist on the aspiration of the *w* in "which," "what," &c.; though, for myself, I say "wich," "wat," without a blush, just as my French professor taught me to allow three syllables to *quelquachose*, and pronounced it himself in two.

Prof. Vietor, like the rest of us, has a "personal equation": for this allowance must always be made in phonetics, but it is a very small

one, and I have such a profound respect for him both as a man and a teacher that I hope I may be excused from sounding my penny trumpet before him.—Yours, &c.,

P. SHAW-JEFFREY.

October, 1905.

To the Editor of The Journal of Education.

SIR,—In answer to your correspondent "D.A.I.S.," I should like to say that I consider Vietor's remarks on French pronunciation altogether reliable.—Yours truly,

PAUL PASSY.

PHILIPS' MAPS—A CORRECTION.

To the Editor of The Journal of Education.

DEAR SIR,—We are obliged for your appreciative notice of our maps of the World, Asia, and British Isles in your last issue, but would respectfully draw your attention to the fact that both sizes and prices are incorrectly stated. The World measures 80 by 63 inches; Asia, 80 by 67 inches, and are each published at 18s.; while the British Isles measures 74 by 59 inches, and is published at 16s. The maps belong to our "Comparative Series of Large Schoolroom Maps"—a title given to them because they combine physical with political geography, and, as required by the new Regulations of the Board of Education, land levels and sea depths are shown by graduations in the shades of colour.

We shall be glad if you can insert this explanation.—Yours very faithfully,

G. PHILIP & SON, LTD.

LANTERN SLIDES ILLUSTRATING TASMANIA.

To the Editor of The Journal of Education.

SIR,—I am directed by the Agent General for Tasmania to ask you to be good enough to draw the attention of school managers and teachers to the fact that lantern slides illustrating Tasmania and its resources can again be loaned from this department during the coming winter months. The slides are made up in complete sets of about fifty each, and with each set a pamphlet will be sent to assist the lecturer in describing the country to his audience. The only cost to the borrower will be the carriage on returning the slides, about a shilling.

I am enclosing for your information a copy of the regulations under which the slides are lent; and I am further to add that, as some difficulty has been experienced in the past in allotting dates convenient to the applicants, there should be given in every application as many dates as possible.—I am, Sir, your obedient servant,

HERBERT W. ELY, Secretary.

ASSOCIATION OF ASSISTANT MASTERS IN SECONDARY SCHOOLS.—

By a regrettable oversight on our part the official report of the Autumn Meeting held at Liverpool College on September 9 did not appear in our October issue. The chief resolutions passed were, in sum, as follows:—(1) Salaries: (a) a recommendation of joint action on the part of Local Authorities with a view to fixing a salary scale for teachers in secondary schools; (b) governing bodies should regard augmentation of unduly low salaries as a first charge on grants received from Education Authorities. (2) Board of Education Regulations, 1905-6: These are generally approved, in particular the policy of diverting part of funds hitherto used for scholarships to increase the teaching efficiency of schools. A plea for additional grants for preparatory departments and for scholars who have completed the four years' course. (3) The Prerogative of Latin: There was an animated debate on a rider of Mr. G. H. Clarke, deprecating the excessive importance accorded to Latin in the Regulations. Mr. G. F. Bridge, in support, urged that the old watchword of Discipline had given place to the new watchword of Interest. To excite genuine interest a pupil must feel that his studies have some direct bearing on his future career. For those whose intellectual activities were mainly concerned in the expression of thought in words—the lawyer, the writer, the teacher—Latin might be the best mental training. For those whose work was the expression of thought in things—the doctor, the architect, the engineer—this was not so, and the second class was increasing much faster than the first. The rider was rejected and the original motion stood—that in the curricula of secondary schools equal encouragement should be given to the teaching of (a) Latin and one modern language, (b) two modern languages, (c) in schools with a scientific curriculum one modern language. (4) The Teachers' Register: The meeting affirmed the necessity for a Register and for training as a qualification. It deplored the present unsatisfactory outlook, and held that the remedy was to be found (a) in the recognition of the Register by the Board of Education and other authorities, (b) in provision of adequate salaries to meet the additional cost of professional preparation.

TEACHERS' GUILD NOTES.

[By a resolution of the Council, of June 19, 1884, "The Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but "The Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

THE Education Society of the Teachers' Guild has now been inaugurated, and a first list of members has been enrolled. The start was made on October 20 at University Hall, Gordon Square, W.C., when the Chairman of Council (Mr. S. H. Butcher) explained the scope of the work which the Society contemplates undertaking. Main features of this work will be the bringing together and recording of observations and experiments in the class-room, and the procuring of the publication, by subscription or otherwise, of valuable pedagogic works which are not easily accessible to English teachers, and of translations of useful books and pamphlets on educational subjects written in foreign languages. If the Society secures good support, outside as well as inside the Guild, it should be able to help forward educational science very materially. It is the intention of the founders that it should not be allowed to drift into a mere discussion society, but should be a workshop rather than a forum. We are as yet only at the beginning of the scientific examination of some branches of pedagogy: our curricula, to take one instance, are largely empirical, and shaped to suit external rather than educational requirements.

An obstacle to the full development of such a society is the difficulty of bringing those who are interested in its work, but resident at a distance from London, into full touch with headquarters; but the Guild can do something towards overcoming this obstacle through its branch organization, and must devise other means for abolishing distance. Professors of education, heads of training colleges, and masters and mistresses of method of training colleges will, if they will join us, be our most valuable helpers.

ANOTHER feature of our work in the Society will be the securing of highly qualified lecturers to address us, once a term or oftener, on strictly pedagogical or psychological subjects. These lectures, with the reports of the work described in our former "Note," will be published in the *Teachers' Guild Quarterly*, and together will form the "Transactions" of the Society. The first lecture was given on October 20, after our Chairman's explanation of the objects of the Society, by Prof. Lloyd Morgan, on "Mental Digestion." He set a standard of quality for us which we must study to maintain. The lecturer started from observations on the animal world—snakes, crocodiles, and ducklings—and showed that certain processes which we, as well as they, exhibit are absolutely essential to mental digestion of the higher type. He expressed his agreement, on the whole, with the view of Dr. Stout: that intentional comparison has never yet been observed in the animal world. Incidentally he made the valuable remark that "good education consists in the pupil doing work upon the subject; bad education in the subject doing work upon the pupil," and stated that the modern tendency is towards the former—towards bringing back "application." He gave an interesting instance of failure of "assimilation" by a dog story told by Dr. Alexander Hill, and showed how "apperceptive assimilation" is attained mainly through two processes—viz. (1) comparison, (2) the picking out of net results from comparison to give rise to a generalization which will cover all cases.

FOR the benefit of readers of *The Journal of Education* who are not members of the Teachers' Guild, we may state that the annual subscription to the Education Society (which includes the "Transactions") is 10s. 6d.; but to members of the Guild 2s. 6d. It would be the natural course, therefore, for most of those who are interested in helping the Society to join the Guild, as the larger subscription would cover the cost of membership of the Guild and of the Society. Applications for membership should be made to the Offices of the Guild, at 74 Gower Street, London, W.C.

UNIVERSITIES AND SCHOOLS.

OXFORD.

The four months that have elapsed since my last communication have brought with them an unusually heavy list of losses. To Oxford itself far the greatest loss is the death of the Provost of Oriel, Dr. D. B. Monro. The grandson of the last of three ancestors of his name who held the Edinburgh Professorship of Anatomy for 127 years in succession, he had a very distinguished career, first at Glasgow University, and afterwards at Oxford, where he won a Balliol Scholarship, a double First in Moderations, the Ireland University Scholarship, a First in Classical "Greats" and a Second in Mathematics, and the Chancellor's Prize for Latin Essay. The year after his degree he was elected Fellow of Oriel; and for forty-six years he served the College as Lecturer, Tutor, Vice-Provost, and Provost. His work for the University was equally distinguished and valuable. A most competent examiner, for twenty years a Delegate of the Press and the Museum, for fourteen years a member of the Hebdomadal Council, and for three years Vice-Chancellor—in addition to all this engrossing administrative work, he never ceased to pursue the studies which—apart from all other contributions to learning—placed him in the very front rank of Homeric scholars.

The other losses by death are as follows:—The Very Rev. W. G. Henderson (Magdalen), Dean of Carlisle (86); Right Rev. W. K. Macrorie (Brasenose), formerly Bishop of Maritzburg, Canon of Ely (74); Rev. H. A. Pickard (Christ Church), formerly Inspector of Schools (73); W. B. Monck (Magdalen), lately Mayor of Reading, and Governor of Reading College (63); W. F. Traill, Senior Fellow of St. John's (67); Colonel Sackville West (Christ Church), Member of the Council of Keble College, Lieut.-Colonel of the Volunteers; Lord Lingen (Balliol), for many years Secretary to the Committee of Council of Education, and afterwards Secretary to the Treasury (86); Mr. Burrows (All Souls), Chichele Professor of Modern History (85); and Right Hon. A. Staveley Hill (St. John's), Deputy Steward of the University.

The vacancy at Oriel was filled by the election of Dr. Shadwell. It is always dangerous for the outsider either to prophesy or to criticize a College election; for in the nature of the case he cannot know either the men or the circumstances so well as the electors, and still less can he find his way in the tangle of personal motives which are sometimes determining factors in the result. But it is common knowledge that Dr. Shadwell is a highly distinguished man, of varied experience and accomplishments. He has a large knowledge of law, especially as bearing on the University; he has considerable experience in administration, both in college and University matters; he has served with marked success as Councillor and Sheriff in the City of Oxford; and has won distinction in more than one branch of letters, notably by a poetical translation of Dante.

The October term brings round again the elections to Council, of which nine members retire by rotation. Six of these have not been renominated, viz., Dr. Bellamy, Dr. Magrath, Prof. Pelham, Prof. Poulter, Dr. A. G. Butler, and Mr. Phelps—of whom several have served many years, and will be much missed. Their places have been filled as follows:—Heads of Colleges: Mr. Warren, Prof. Rhys, Canon Spooner. Professors: Prof. Lock, Prof. Osler, Prof. Miers (no contest). Masters of Arts: Mr. Ball, Mr. H. A. Wilson, Mr. Geldart. In the two classes where there were contests, there were four candidates for three places, two of each party. The voters can only vote for two. The contest is therefore for the third place—what may be called the "odd trick"—in each case; and both were won by the Progressives. Further, the two Conservatives elected are Canon Spooner and Mr. Wilson, both men of moderate views and real weight, Mr. Wilson having been for several years a useful member of Council. Their election will be welcomed irrespective of party. The only strong opponent of reform is Prof. Case; and he received the fewest votes of the whole eight candidates.

Those who have followed the history of the University in recent years will have observed that, though projects of reform which excite general interest (like the Greek question or the admission of women to degrees) have been rejected, nevertheless a great deal of work has been quietly going on in adapting the curriculum and the system of the University to new needs. The establishment of two new Honour Schools (English and Modern Languages), the extension of the Diploma system for special studies (Education, Economics, Geography, Anthropology, Forestry), the foundation of new professorships, the relaxation of the rules regarding the Preliminary stages of the University course to meet the needs of students from abroad—all these things really indicate a new spirit in the Oxford world, which is, on the whole, very encouraging to those who are interested both in Oxford and in education. And those who complain of the slowness of the older Universities to move have probably not fully appreciated the immense mass of detail which such changes as I have mentioned necessarily involve. To take one instance: in the *Gazette* of October 24 there are no less than thirty-six decrees of Convocation, dealing (under recent statutes) with foreign students, either passed or proposed.

And there are signs already apparent that new attempts will be made to improve some of the old-established examinations: that the reforming spirit, which has lately looked abroad, is beginning again to look at home. Two such indications have already appeared this term. At present they are hardly more than straws: but they show the drift. One is a letter in the *Oxford Magazine* giving voice to a good deal of dumb dissatisfaction which has long been felt with Pass Moderations. The other is a rumour, apparently well founded, that several of the Honour Moderations tutors are considering schemes for improving the Classical examination. At present both movements are only in the first stage: it would be premature to mention details as yet. But the feeling that there are defects which should be remedied, and the desire to remedy them, seems to be fairly widespread. And nothing but good can come of their discussion.

The following announcements have been made:—

University Prizes and Scholarships.—Welsh Prize: E. W. Phillips (Jesus). Hebrew Scholarships: Kennicott, Senior (to be announced later); Junior, D. C. Simpson (Wadham); Pusey and Ellerton, M. H. Segel (non-collegiate), L. Owen (St. John's); *proxime accessit* J. W. Smallwood (Kemble). Squire Scholarships: W. F. Webber (Jesus), L. Boole (University College, Cardiff).

Honorary Degree: Right Rev. W. Farrar (Kemble), Bishop of Antigua, (D.D.).

Appointments: Delegacy for Forestry—to be Secretary, Prof. Schlich, F.R.S.; to be Assistant Secretary, D. H. Nagel (Trinity); to be Delegates: Sir J. Edge, K.C., member of Indian Council; Sir T. Raleigh, K.C.S.I. (All Souls)—appointed by Secretary of State for India.

Delegates of Press: Dr. Magrath (Queen's) renominated; Prof. Sanday (Christ Church) to be perpetual Delegate.

Clerks of the Market: Rev. R. G. Faussett (Christ Church), by the Chancellor; Rev. Dr. Daniel (Provost of Worcester), by the Vice-Chancellor.

Deputy High Steward: Sir T. Raleigh, K.C.S.I. (All Souls).

City Council: Prof. Bullock (New College), re-elected by Convocation.

Instructor in Surveying: N. F. Mackenzie (M.Inst.C.E.).

Lecturer in Military History: Sir F. Cunliffe, Bart. (All Souls).

Manchester College: Dunkin Lecturer (Sociology), Prof. J. Seth (Edinburgh University). Case Lecturer (Comparative Religion), Rev. J. E. Carpenter, M.A.

MANCHESTER.

The temporary deadlock between the Manchester Education Committee and the Boards of Guardians is now at an end, and a scheme has been agreed upon which, even if not permanent, will, at any rate, prevent delay in the necessary work of providing meals for underfed children in the elementary schools as the winter approaches. It will be remembered that the Committee recommended that the guardians should provide buildings in which the meals—hitherto served out in the schools—should be taken. The guardians have decided to issue tickets to the children which can be used at various restaurants, and the Education Committee are offering every possible assistance in the matter by placing the necessary information as to needy cases at their disposal. The resolution of the guardians makes it clear that the question of the provision of buildings is postponed "until more definite information can be obtained as to the number of children for whom provision would have to be made under the relief order."

At the monthly meeting of the Education Committee the sub-committee on the subject of the new secondary school for girls presented their report. The proposed school will accommodate five hundred girls, and full provision is to be made for the teaching of science and domestic economy and for Nature study. The building is to contain twenty class-rooms, each covering 450 square feet.

The report of the Committee just issued shows that the matter of the provision of two training colleges has proceeded so far that a site for the men's college has already been acquired, and negotiations for the purchase of a second site are proceeding. The Committee have also adopted plans for the building of nine new schools, besides negotiating for the purchase of other sites. The grants in aid of institutions providing secondary education (including the University) amount to £6,278. The receipts on account of the higher education revenue amounted during the year to a little over £130,000, while for elementary education the figure is about £412,500.

Two new features that mark the opening of a new session at the University are the inauguration of the new Faculty of Technology and the institution of a Lectureship in Military History, Strategy, and Tactics. The details of the *concordat* between the University and the Municipal School of Technology have already been given here. The degree of the Faculty is to be designated B.Sc.Tech. Mr. A. L. Mellanby, D.Sc., has resigned the Lectureship in Mechanical Engineering on his

appointment to the Professorship of Engineering at the Glasgow and West of Scotland Technical College. The Lecturer in Military History and Tactics is Colonel F. N. Maude, C.B. Other appointments reported are those of Mr. C. G. Hewitt, B.Sc., to be Assistant Lecturer and Demonstrator in Zoology, and Mr. A. Stephenson, B.Sc., to be Assistant Lecturer in Mathematics. A number of popular lectures are announced in connexion with the Faculty of Theology. The lecturers include Dr. Fairbairn, Dr. Rendel Harris, and other well known names.

It has not been possible to accommodate at the various halls of residence all the students who have applied. It is, therefore, satisfactory to be able to report that the plans for the rebuilding of Hulme Hall are under consideration. The new hall is to accommodate sixty students at the outset, with provision for enlargements at an early date.

The Grammar School has sustained an irreparable loss by the death of Mr. George Broadfield, who has for over twenty years identified himself with the work of the school musical societies, and in many other ways proved an invaluable friend to the school. Among recent honours that have fallen to Old Mancunians may be mentioned the appointment of the Rev. G. F. Coombes to the Deanery of Rupert's Land, and the election to a Fellowship at Trinity College, Cambridge, of Mr. Harry Bateman, who was bracketed Senior Wrangler in the Mathematical Tripos of 1903, and placed in the First Division of the First Class in Part II. in 1904. Mr. E. N. Marshall, M.A., formerly sixth form master at Loretto, has joined the staff. A new boarding house, under the care of Mr. E. A. Varnish, M.A., has been opened this term in North Manchester.

The attendance at the Girls' High Schools is not in any way lessened by the provision recently made for girls in the Municipal Secondary Schools, an extension of which is proposed, as reported above. Not only have the numbers at the Dover Street School far exceeded all records, but the Pendleton School has now reached 144, the highest the school has known. This has necessitated an increase in the staff, and at the same time proper accommodation has been provided for the teaching of science throughout the school. The kindergarten department has also been more fully developed.

At the Broughton and Crumpsall High School the numbers are fully maintained. Of the three pupils who matriculated in July one has proceeded to Oxford, the others to the Manchester University, where several pupils of the school already hold scholarships.

At the Whalley Range High School, where the numbers are also higher, Miss Iilda Graham is succeeded by Miss Mary Ellis, B.A., University of Wales.

The new syllabus for the Matriculation Examination of the four Northern Universities, just issued by the Joint Matriculation Board, announces a number of important departures which may have a far-reaching effect on the work of the schools. The most noteworthy are the following:—Mechanics is no longer compulsory for intending medical students. In the July Examination (which is now largely used by the secondary schools, and by the County Councils and the pupil-teachers' colleges) alternative higher papers are to be set in most subjects, and credit in the published list will be given for excellence in any of these subjects. Two details may be mentioned in the particulars of these subjects. In the classical papers questions will be added "to test the intelligence of the candidates' translations, and their knowledge of the main features of Greek and Roman life" respectively. In the modern language papers, in addition to unprepared translation, set books, and free composition, there will be an oral examination, which will include reading aloud, conversation on the set book, and dictation. It is worthy of note that in elementary geometry the syllabus states as before that the required ground is covered by Euclid I.—III. and VI.

WALES.

The address which Dr. Henry Jones, of Glasgow, delivered before the Cardiff Cymmrodorion Society on the question of University Reform has created no small stir in Welsh educational circles. The Professor's utterances are generally remarkable not only for their eloquence, but also for the vigour and incisiveness with which his opinions are expressed. And this, his latest utterance, was no exception, for it dealt in no uncertain tone with some of the educational issues now before the country. He began by eulogizing the essentially democratic character of the University; "for an institution which is to do the highest service to the community must also be in the closest possible touch with it." But he does not forget that, as yet, the people as a whole have had but a very limited experience of the control of the highest type of education; so that "the promise of a democratic University is also counterpoised by its risks." The democracy must ever bear in mind that the right to govern involves also the duty to support; for public control is not defensible apart from public maintenance. Democracies are far too apt to forget their responsibilities and to insist too much on what they deem to be their rights.

(Continued on page 760.)

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The main interest of the address, however, lies in the caustic treatment meted to Sir Marchant Williams's proposals for the reform of the present methods of administering the affairs of the University. That serious difficulties confront the University is well known, and two alternative suggestions for solving them have been put forward. Sir Marchant wants the appointment of a Principal or "working head," while the majority of the Executive Committee are of opinion that the appointment of a Registrar with academic qualifications is all that is necessary to relieve the situation. To the first proposal, that a new officer, to be called a Principal or Dean of the University, be created who will relieve the Vice-Chancellor from the astonishingly large number of details concentrated on him by the Charter, Prof. Jones offers the most uncompromising opposition. The appointment of such an officer would involve a radical change in the administrative structure of the University, and at best would only prove a temporary expedient for permanent evils. It would, moreover, lead to a serious dislocation; for the Charter would require revision, and, in his opinion, it is far too soon to pull to pieces the administrative methods embodied in it. The whole scheme is finally condemned in such forcible terms as "mischievous," "wasteful," and "ill-considered." Sir Marchant is, however, not prepared to take all this criticism "lying down," and in due time we shall, no doubt, have an equally trenchant exposition of his views.

The Guild of Graduates have also issued a circular dealing with these two questions, viz., the appointment of a "working head," and the dissolution of the University and its replacement by three separate Universities. The members of the Guild refuse to pledge themselves in favour of the appointment of a Principal; but they plead that the suggestion should receive fair consideration from the Court. They refer to the example of the University of London, which, having a Charter almost identical with our own, has resorted to the appointment of a Principal of the University. As to the second proposition, the Guild hold more definite convictions. They fail to reconcile it with the principle of a united Wales; and they justly deplore any attempt to part with the ideal, which has, to a large extent been realized, viz., the educational unity of the Principality.

Dr. Henry Jones has evidently taken to heart the trenchant criticisms of his Bangor speech: for in his Cardiff address we notice a considerable modification of his original suggestion that the disruption of the University should be made a subject for immediate controversy. According to his revised opinion, the time has not yet arrived for its serious discussion, and most people will, I imagine, agree with him. For the present, the University should be left precisely as it stands. What the time calls for is peace, that the University may make its power and the reputation of its degrees more widely recognized. But, though he has apparently realized that to split up the University into three separate Universities would be both dangerous and indeed impracticable, yet he still ventures to believe that its development will ultimately be in the direction of converting its colleges into *relatively* independent Universities. Whether or no the colleges will follow these lines of growth, it is evident that the present generation need only concern itself with such very practical matters as the housing of the colleges, ensuring the stability of their finances, &c. No radical readjustment of the constitution of the University is at present desired; and it is unlikely that the Principality will be obliged to come to a definite decision as to its necessity for a long time to come.

At a special meeting of the University Court held at Shrewsbury, **The New Registrar.** Prof. J. M. Angus, M.A., of the University College of Wales, was appointed Registrar of the University under the new conditions. The appointment has given universal satisfaction; for the new Registrar is not only a distinguished classical scholar, but a remarkably able man of business as well. His experience of University administration has been very wide; for during recent years he has acted as Deputy-Principal at Aberystwyth and Secretary of the Senate of the University. Prof. Angus was for five years an Examiner to the Central Welsh Board, and for a time acted as Chairman of the Board of Examiners. The confidence which the new Registrar inspires has even led many prominent educationists to the conclusion that no more will be heard of the proposal to elect a Principal of the University; for Prof. Angus will be able to relieve the Vice-Chancellor of most, if not all, of the minute details which have hitherto demanded so much of his attention, and so prevented him from concentrating on the proper functions of his office. With an efficient Registrar to collaborate with him, it will be possible for the Vice-Chancellor to fulfil practically all the duties which it was proposed to assign to the "working head." The new system of administration, at all events, should be given a fair trial before any more violent changes are introduced.

The deputation from Carmarthenshire which appeared before the **Welsh Education Council.** Executive Committee of the Welsh Education Council seems to have come into conflict with Mr. Lloyd-George, the Chairman, on the question of the representation of the county, and the attempts at compromise have apparently failed completely. As a result, the county has definitely refused to give its adhesion to the scheme. Moreover, it is understood that it is promoting a joint conference with Cardigan and Pembroke-

shire on the training of teachers in the three counties. Whether the Council will survive the defection of the three counties appears to be very doubtful. The *Western Mail* has indeed announced, with all the appearance of authority, that the scheme is dead. The action of the Montgomeryshire Council in refusing to administer the Act has, so it is said, put an end to all hopes of securing any concessions from the present Government. But it is equally probable that the nebulousness which characterized the plans of the Executive Committee of the Council and the unsatisfactory financial arrangements of the scheme have also been responsible for the withdrawal of the support of the Board of Education. According to one exponent of the scheme, the Council would deal exclusively with secondary education, while another, equally prominent, declared that it would exercise control over both primary and secondary education.

The majority on the County Council are adhering strictly to their policy of refusing to administer the Education Act, and at their last meeting went so far as to refuse to receive any reports from the managers of the schools. Lord Londonderry in a letter on the crisis, however, declares that the action of the Council will not in any way prevent the Board of Education from using the Default Act, and that the refusal of the Council "to do its duty" towards the Council School will not hamper the Board at all. Meanwhile the Board of Education has paid the salaries to the managers of Hyssington and Sneed National Schools. The fight so far has therefore proceeded on orthodox lines, and it is unlikely that there will be any acute development of it until all the funds on which the Board of Education can lay their hands have become exhausted. The teachers' representatives have withdrawn from the Education Committee until the dispute between the two sections on the Council has been settled.

The Barry Education Authority is on the verge of being declared in default, owing to its refusal to maintain the local Roman Catholic school. Last week, a high official from the Board of Education and Mr. Legard, the Chief Inspector for Wales, paid a visit to the town to make certain arrangements as to salary, &c., without any consultation with the Education Committee.

The Bishop of St. Asaph aroused some comment recently by declaring that in some county schools sectarian influences were brought to bear upon the appointment of assistant masters. As, however, this charge has been refuted in the completest possible manner, it does not appear necessary to discuss it at any length in this column.

SCOTLAND.

On Tuesday, October 17, Mr. Andrew Carnegie was installed as Rector of St. Andrews University for a second term of three years. He delivered an address on the subject of international arbitration, and advocated the forming of a league of peace among the nations. In connexion with the installation ceremony, the honorary degrees, to which reference was made in last month's notes, were conferred. On the following day Mr. Carnegie opened the new gymnasium and five courts which have been given to University College, Dundee, by Mr. Robert Fleming. In his speech on the occasion Mr. Carnegie spoke strongly against the use of alcohol and tobacco, which he regarded as involving a physical and mental handicap in the battle of life.

During his Rectorship Mr. Carnegie has made several valuable gifts to St. Andrews University, including an excellent gymnasium, a field of ten acres for sports, and fully equipped pavilions, with dressing-rooms, baths, &c., both for the men and the women students. The cost of these gifts amounted to £14,000. Mrs. Carnegie has also given to the women students a Union, at a cost of £1,500. Mr. Carnegie has now transferred to the University Court bonds for £10,000, yielding interest at 5 per cent., in order to provide £500 a year for the maintenance of these institutions. As a result of this endowment, Miss Le Couteur, a pupil of Madame Osterberg, has been appointed as Mistress of Physical Training for the women students.

The conference of representatives of the four Universities on the proposed three-term session and the reform of the Arts curriculum was resumed at Leith on October 3. The subject considered was the proposed substitution of five subjects in seven courses for the seven subjects, each taken in one course, which are at present required for the ordinary M.A. degree. The five-subject degree was generally approved; but there was much difference of opinion on the question whether it should be made compulsory for all students, or introduced as an optional alternative to the present system. On this point the members of the conference were about equally divided, and it was resolved to meet again in December for further consideration of the matter.

The Curators of Edinburgh University have unanimously appointed Sir J. Halliday Croom, M.D., to the Chair of Midwifery, vacant by the resignation of Prof. A. R. Simpson. Sir J. Halliday Croom was appointed assistant to Prof. Simpson when he began his work in the chair in 1870, and he has for many years been one of the most successful teachers in the Edinburgh Extra-mural School of Medicine.

(Continued on page 762.)

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Dr. Yellowlees has resigned the Lectureship on Insanity in the University of Glasgow, and Dr. L. R. Oswald, medical superintendent of the Gartnashel Asylum, has been appointed as his successor. Mr. John S. Nicholson, B.Sc., has been appointed Lecturer on Electrical Engineering and Assistant to the Professor of Engineering in Glasgow University, in succession to Dr. J. B. Henderson. Mr. James Lymburn, librarian of Glasgow University, has resigned his post after thirty-nine years' service; his resignation takes effect at Christmas. Mr. Thomas Jones, M.A., Assistant to the Professor of Political Economy at Glasgow University, has been appointed Lecturer in Political and Commercial Science at the University College of South Wales and Monmouthshire, Cardiff, the appointment to date from October, 1906. Mr. Alexander Soutar, M.A., D.Litt., Professor in Mansfield College, Oxford, has been appointed Examiner in Classics at Aberdeen University. Mr. W. Innes Addison, M.A., has been appointed Registrar of the General Council of Glasgow University, in succession to Mr. James Coutts, who has resigned.

Prof. G. G. Ramsay, of Glasgow University, has been granted leave of absence for the present winter session, on account of ill-health.

Miss Cruickshank, daughter of the late Prof. Cruickshank, of Marischal College and University, Aberdeen, has given a memorial window to the library of Aberdeen University in commemoration of her father.

At a meeting held in Edinburgh on October 5 it was resolved to form an association, to be called the Scottish Education Reform Association, in order to promote the following objects:—“(1) The co-ordination of local education in each district under a single Authority in an area adequate for the purposes of both grades of education; and (2) the creation of a General Council of Education, comprising representatives of Local Education Authorities, and also of institutions connected with higher education, especially Universities, to advise the Scottish Education Department in all matters connected with its executive action.” The Right Hon. R. B. Haldane, M.P., is President of the Association; Colonel Denny, M.P., and Mr. Norman Lamont, M.P., are its honorary secretaries; and there is a strong committee, consisting of Scottish members of Parliament and men of experience in educational matters. The main purpose of the Association is to endeavour to obtain a new Education Bill on the lines of those which have unfortunately been lost in the last two Sessions of Parliament.

On October 4, the Marquis of Linlithgow, Secretary for Scotland, opened at Dunfermline a College of Hygiene and Physical Culture, which has been instituted by the Carnegie Dunfermline Trust. The object of the College is not merely the physical culture of the people of Dunfermline, but the training of teachers in all branches of hygiene and physical exercises. The College is admirably equipped for its purpose, and it is intended to grant Pass and Honour certificates to students who become qualified to teach. Dr. R. V. C. Ash has been appointed Principal Medical Lecturer, and there is a staff of fully qualified instructors, with Miss Ogston as Principal.

IRELAND.

During the past month the public papers have been filled with complaints of unfairness in the awarding of exhibitions and prizes this year in the Intermediate Examinations, and the Board have also received numerous applications on the subject. For four years the exhibition list was not published; so that it is only now that parents and the heads of schools have been able to study the treatment dealt out to the various “groups” and to individual students. The rules of the Board are so complicated that only experts can grapple with their working and trace out the extraordinary anomalies they have produced. Like statistics, this investigation seems capable of being made to prove anything, so discordant are the statements and grievances put forward. One complainant brings an array of figures to show that Irish is so favoured—the examination in it so easy and the marking so high—that students not taking it are severely handicapped; hence the undue success of the Roman Catholic schools. Another statistician proves to decimals that Greek and German are favoured so as to make Irish or French positively disqualifying for success.

Independently of the unnecessary complexity of the regulations, the “group” system stands completely condemned on psychological and practical grounds. Children are not, except in rare cases, specialists at fourteen; but at that age each candidate has to take one only of the various groups, and, however high his marks may be in other subjects, cannot win an exhibition except from the special subjects of the group he has chosen. No place and no reward is to be found for the all-round boy, however deserving.

In all this war of words, the true ends of education seem entirely forgotten, and the evils of this sordid and disastrous spirit of regarding learning as a means of winning money overlooked. The only good the controversy can produce is to hasten the abolition of the “groups,” if not of the whole system of payment by results.

Next year, however, still greater complications are introduced, for candidates for exhibitions are to have an additional examination in

their “main subjects.” The value also of the exhibitions has been reduced.

The Protestant Schoolmasters' Association held their annual meeting in October, and drew up a number of suggestions to the Intermediate Board. The controversy on the results for 1905 has been enlivened by a very witty and amusing article by Mr. H. M'Intosh, Head Master of Methodist College, Belfast, in which he compares the schoolboy entering on the speculation of prize-hunting in the Intermediate to a player of bridge.

The Committee of this Association have joined in the fray by addressing a memorial to the Intermediate Board, drawing their attention to the discouragement their awards give to the study of classics and mathematics, in comparison with lighter subjects, in girls' schools, thus hindering the preparation of those wishing to proceed to the Universities, and injuring the general progress of women's education. The Association will hold their autumn general meeting at the Royal University on Confring Day.

Since the rising of Parliament continual agitation has been kept up concerning the withdrawal of the grants for extra subjects, a withdrawal suggested by the Treasury and carried out by the National Board. Out of

£14,000 spent on extra subjects, £12,000 was for the teaching of Irish, and the new arrangement, by which the £14,000 is to be spent in a different way, has, of course, called forth an indignant outcry from the Gaelic League. Whatever may be thought of this special point—the teaching of Irish being otherwise well provided for—and the somewhat tyrannous manner in which the League try to force the language on every one, *volens volens*, in the country, it is impossible to doubt the disastrous effect the uncontrolled dominance of the Treasury has on Irish education. The inadequate endowment of Irish primary education in comparison with that of England and Scotland is an injustice steadily injuring the training of one generation after another; and their physical stamina also, from the insanitary and wretched state of many of the schools. In Intermediate education, too, the Treasury have completely paralyzed the carrying out of the scheme drawn up in 1899 by the Intermediate Commission. That scheme included the introduction of inspection, and the gradual substitution of the endowment of the schools on a rational basis for the present system of payment by examination results. But the Treasury have refused to sanction the altered form of expenditure, and the evils of the examination system continue to operate unchecked.

The £20,000 which must be contributed before Christmas if Queen's College, Belfast, is to benefit by Sir Donald Currie's valuable offer seems likely to be quickly obtained. Already over £1,400 has been subscribed. In his last report the President comments on the prosperity of the College. The students in all now number over five hundred.

This school, a pioneer institution, and the only school of the kind in Ireland, is being carried on with much energy and with large views as to its scope and usefulness under the direction of the Head, Mr. C. H. Oklham, the Urban District Council, and the Department of Technical Education. On the occasion of the distribution of certificates, on October 23, Prof. Michael Sadler delivered an important address on “Commercial Education.” He had gone into the working and aims of the school, and expressed strong approval of them. In speaking to the address, Sir Horace Plunkett stated that the Department were prepared to give additional funds, but that, with the present advance of the school, and the need of higher commercial education in Ireland, he hoped that a distinct additional grant would eventually be given by Government. The Provost of Trinity College, alluding to the diploma recently established in Trinity College, Dublin, said he hoped the school would work in co-ordination with Trinity College, where he expects a faculty with full teaching in Commerce will soon be established.

SCHOOLS.

KESWICK SCHOOL.—The annual sports were held on September 27, when Lady Beatrice Kemp gave away the prizes. H. Karyl and Elsie Allinson were *victores ludorum*. N. Hodgson and T. B. Watson are in residence at Queen's and Keble Colleges, Oxford; Gregory and Violet Peasod at St. Andrews University; and C. Goddard at University College, London. A conference will be held at the school on December 1, to emphasize the importance of religious training and influences in secondary schools: the Bishop of Carlisle will preside, and the High Master of Manchester Grammar School will be present. The new scheme is in force. Dr. Magrath, Provost of Queen's College, Oxford, and Dr. Hopkinson, Vice-Chancellor of the Victoria University of Manchester, have been added to the number of Governors.

PORTSMOUTH HIGH SCHOOL.—It is with great regret that we have to announce the resignation of our Head Mistress, Miss Adamson. After five years of valuable work in the school and town, she has been obliged, on account of ill-health, to resign. The prize-giving has con-

(Continued on page 764.)

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sequently been postponed until next term. Miss E. Marshall has also left us, and Miss E. Eldred, B.A., has joined the staff. R. Yates obtained the Oxford and Cambridge Higher Certificate, and Council Certificates were gained by M. Chalcraft, E. Church, and R. Yates. In the Oxford Locals one Senior and ten Juniors passed, three Juniors with Third Class Honours. D. Brookes gained the L.R.A.M. of the Royal Academy and Royal College of Music. In the Local Centre Examinations, two Seniors and two Juniors passed, and in the Schools Examinations eleven were successful, six in the Higher and five in the Lower, one of whom passed with Honours.

RUGBY SCHOOL.—The following school prizes have been awarded:—Jex-Blake Prize for English Literature—G. A. Vesey-Fitzgerald; Cordery Prizes (Homer)—H. M. Margoliouth, R. F. H. Duke; Mathematical Prizes for Sixth Form—A. Bowley, H. Dawson, and J. J. Welch (equal). Mr. H. H. Hardy, of New College, Oxford, an Old Rugbeian, takes the place of Mr. Wynne-Willson, now Head Master of Haileybury. In the examination held at the end of last term by the Oxford and Cambridge Joint Board 60 boys obtained Higher Certificates. Of these, 6 were distinguished in Latin, 7 in Greek, 5 in French, 5 in German, 5 in Additional Mathematics, 13 in Scripture Knowledge, 15 in History, 2 in Mechanics, 2 in Physics, and 2 in Chemistry.

ST. PAUL'S SCHOOL.—J. C. M. Garnett, a son of Dr. William Garnett, has been elected to a Fellowship at Trinity College, Cambridge. E. M. Sinauer took first place in the final examination of the Royal Military Academy, Woolwich, last July. He was 1,100 marks ahead of the next man—a record for the Academy. Mr. T. J. W. Wilson, late Scholar of King's College, Cambridge, has succeeded the Rev. R. J. Walker as Greek master to the Eighth. Mr. R. L. Given is filling for the term the vacancy left by Mr. Jackson's resignation. After fifteen years' service Mr. Jackson's health finally broke down this summer. He has been awarded a pension of £80 by the Governors. Mr. F. W. Walker was presented with a handsome gold cup by the Mercers' Company on his resignation. The masters gave him an address in a silver box. The boys have raised a fund to endow a prize in his memory; and the Old Pauline Club is organizing a fund to present to the school a portrait of Mr. Walker by an eminent artist.

WINCHESTER COLLEGE.—We welcome several new masters this term: Mr. Nowell Smith, of New College, Oxford, who succeeds to Mr. Morshead's house; Mr. U. J. Freeman, who has been taking work here for some time; Mr. H. Aris, late of Rossall; Mr. F. R. Stoyden, and Mr. M. Robertson. A new house has been opened under Mr. Beloe. The officers for the year are G. D. Roehling, Prefect of Hall;

O. B. Wordsworth, Prefect of Library; F. P. Robinson and R. M. Y. Gleadowe, Prefects of Chapel; H. T. Wade-Gery, Prefect of School. G. C. Latham is Senior Commoner Prefect. The memorial tablet to the Rev. G. Richardson in Cloisters has been erected. The Debating Society has had two meetings: at the first it decided by 21 to 19 that the Russo-Japanese treaty was detrimental to the interests of Japan; at the second, by 32 to 22, it condemned a system of "Continental" conscription. On October 3, Mr. T. Ashby delivered a lecture to Sixth Form on the excavations at Caer-Went.

PRIZE COMPETITIONS.

The Translation Prize for October is awarded to "Kilmahog. *Proxime accesserunt* "Menevia," "Amadan," "Roxana," "Alcithoë."

"Valentine" est le second roman que j'aie publié, après "Indiana," qui eut un succès littéraire auquel j'étais loin de m'attendre. Je retournai dans le Berri en 1832, et je me plus à peindre la nature que j'avais sous les yeux depuis mon enfance. Des ces jours-là, j'avais éprouvé le besoin de la décrire; mais, par un phénomène qui accompagne toutes les émotions profondes, dans l'ordre moral comme dans l'ordre intellectuel, c'est ce qu'on désire le plus manifester, qu'on ose le moins aborder en public. Ce pauvre coin du Berri, cette "vallée Noire" si inconnue, ce paysage sans grandeur, sans éclat, qu'il faut chercher pour le trouver, et chérir pour l'admirer, c'était le sanctuaire de mes premières, de mes longues, de mes continuelles rêveries. Il y avait vingt-deux ans que je vivais dans ces arbres mutilés, dans ces chemins raboteux, le long de ces buissons incultes, au bord de ces ruisseaux dont les rives ne sont praticables qu'aux enfants et aux troupeaux. Tout cela n'avait de charmes que pour moi, et ne méritait pas d'être révélé aux indifférents. Pourquoi trahir l'inconnu de cette contrée modeste, qu'aucun grand souvenir historique, qu'aucun grand site pittoresque, ne signalent à l'intérêt ou à la curiosité? Il me semblait que la vallée Noire, c'était moi-même, c'était le cadre, le vêtement de ma propre existence, et il y avait si loin de là à une toilette brillante et faite pour attirer les regards! Si j'avais compté

(Continued on page 766.)

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sur le retentissement de mes œuvres, je crois que j'eusse voilé avec jalousie ce paysage comme un sanctuaire, où, seul jusque-là, peut-être, j'avais promené une pensée d'artiste, une rêverie de poète; mais je n'y comptais pas, je n'y pensais même pas du tout. J'étais obligé d'écrire et j'écrivais. Je me laissais entraîner au charme secret répandu dans l'air presque natal dont j'étais enveloppé. La partie descriptive de mon roman fut goûtée. La fable souleva des critiques assez vives sur la prétendue doctrine antimatrimoniale que j'avais déjà proclamée, disait-on, dans "Indiana." Dans l'un et l'autre roman, j'avais montré les dangers et les douleurs des unions mal assorties. Il paraît que, croyant faire de la prose, j'avais fait du saint-simonisme sans le savoir. Je n'en étais pas alors à réfléchir sur les misères sociales. J'étais encore trop jeune pour voir et constater autre chose que des faits. J'en serais peut-être toujours resté là, grâce à mon indolence naturelle et à cet amour des choses extérieures qui est le bonheur et l'infirmité des artistes, si l'on ne m'eût poussé, par des critiques un peu pédantesques, à réfléchir davantage et à m'inquiéter des causes premières, dont je n'avais, jusque-là, saisi que les effets. Mais on m'accusa si aigrement de vouloir faire l'esprit fort et le philosophe, que je me posai un jour cette question: "Voyons donc ce que c'est que la philosophie!"

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"Valentine" is the second of my novels published, after "Indiana," which had a literary success far beyond my expectation. In 1812 I returned to Berri, and took delight in painting the scenes of nature familiar to my eyes since childhood. From my youth up I had felt the impulse to describe them. But, in accordance with a law which holds, both in the moral and the intellectual spheres, for every deep emotion, it is just what one has the greatest longing to reveal that one has the least courage to begin to disclose. This poor little corner of earth, this unknown Vallée Noire, this landscape neither far-stretching nor splendid, which must be sought in order to be found, and loved in order to be admired, this was the sanctuary of my first, long, never-ending dreams. For two-and-twenty years I had lived among its pollard trees, its rugged paths, its rough thickets, and along the banks of its streams, where only children and cattle could go. All these appealed to no one but me; it was not worth making them known to the indifferent. Why betray the *incognito* of that humble country-side which had no historic memories to awaken interest, no picturesque landscapes to arouse curiosity? The Vallée Noire, it seemed to me, was myself, it was the frame, the garment, of my inmost being, and how unlike to a splendid robe which should compel every glance! Had I foreseen the vogue of my books, I verily believe I should have veiled these scenes with jealous hand, like a holy place into which none but I had ever entered to dream the poet's dream, or cherish the artist's fancy. But I did not foresee this; indeed I never thought about it. I wrote because I must. I yielded to the magic spell which dwelt in the almost native air around me. The descriptive parts of my novel were liked. The story roused somewhat severe strictures on the so-called anti-matrimonial doctrines which I had already proclaimed, so it was said, in "Indiana." In both novels I had shown the perils and the pains of ill-assorted unions. But it appeared that while I thought I was merely writing prose I had, without knowing it, been teaching Saint-Simonism. I had not then got to the stage of meditating on social ills, being still too young to observe or prove anything but facts. I should never, perhaps, have got beyond these, thanks to my natural indolence, and to that love of outward things which is at once the strength and the weakness of the artist, had I not been forced by those rather pedantic criticisms to reflect further, and to vex my soul about first causes, which till then had only impressed me through their effects. But those accusations of wishing to pose as a free-thinker and a philosopher were so sharp that I said to myself one day: "I will just find out what philosophy is!"

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In the preface to "Valentine" there were no serious difficulties, but a number of small pitfalls for the unwary. In the very first sentence nearly half went astray, and, by a word for word translation, either made "Valentine" George Sand's third novel or left it doubtful whether it or "Indiana" was a literary success. The same literalness produced such absurdities as: "I lived for twenty-two years in those mutilated trees." *Le Berri* is simply Berri or Berry, not the province of Berri, just as the French for Kent is *le Kent*. *Vallée Noire* had better be retained, just as a Frenchman would retain "Hampstead Heath"; if translated "the Dark Valley," the capitals must, of course, be preserved. *La nature*: "the scenes of nature" or "the landscape." *Par un phénomène*: perhaps the simplest way of turning this somewhat involved sentence would be, "it is a peculiarity of all deep emotions, whether intellectual or moral, that we shrink from expounding in public what we most desire to reveal." "Wretched corner" is a glaring discord; "quiet nook" comes nearer to the spirit. *Il y avait*: a mistranslation here ruined several otherwise meritorious versions. "Mutilated trees" is a forced phrase; "pollard" or

"doddered" is the natural word. *Buissons*: not "hedges," but "spinnies"; "hedgerows" might stand. For *practicables* there is no obvious equivalent: better turn, "where children and sheep alone can pass." *Ne méritait pas*: here a literal translation scored; "did not deserve" has a double connotation—the scene was too insignificant and too modest to be exposed to the public gaze. *Il me semblait*: this was the crucial sentence. "The Vallée Noire, so it seemed to me, was part and parcel of myself, the framework in which my life was set, the native dress that I had always worn—what worlds away from the silks and satins that suit the public stage!" This errs, perhaps, on the side of freedom, but it reads like English and, I think, conveys the whole sense. *L'air presque natal* needs expansion: "in the air I breathe—I might almost call it my native air." Though born in Paris, George Sand was taken as an infant to Nohant.

I have exceeded my limits, and must confine myself to a few curt comments. French influence accounts for numerous mis-spellings: "litterary," "Saint-Simonisme." *Critiques* is "criticisms," not "critics." *Fable* is "plot" or "story." *Misères* is "evils," not "miseries." *Prétendue* is "alleged," not "pretended." "Let us see," &c., is not a question.

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Noli nobile praeterire marmor.
Urbis deliciae, salesque Nili,
Ars et gratia, lusus et voluptas,
Romani decus et dolor theatri,
Atque omnes Veneres Cupidinesque,
Hoc sunt condita, quo Paris, sepulcro.

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HEROIC EDUCATION.

(Continued from page 711.)

IV. THE HONEST, WELL BRED MAN.

THE object of education is, with J. B., to so train the will of the pupil as to lead him to self-direction towards the aim of becoming an honest, well bred man. For this purpose he will need culture of the body and of the mind.

Amongst the disciplines for physical development our author names riding the great horse, fencing, music (vocal and instrumental), dancing, vaulting, plausibility of speech, a graceful garb and accoutrements, a handsome mind and presence, and all other such qualities which only concern his behaviour and comeliness of action. These accomplishments, however, are never to be propounded as his highest aim or perfection, but as ornaments and embellishments fitting for men of rank and quality.

The Place of Physical Graces.

As great persons never put all their estates in jewels and ornaments, so neither must we make our capital and foundation of such virtues, which may be common to vicious persons. Neither must we despise them; because they are handsome additions, and little heightenings which set off the lustre of the soul with greater advantage and admiration. The best maxim I can give to gain these, and to do all things completely, is to do them without constraint or affectation, with a natural assurance, and an ingenuous confidence, employing all one's art to hide that art from open view.

With regard to the mind, the teacher's great care must be to cultivate the imagination, the senses and the memory. In training the imagination, the great object is to maintain it in a liberty of considering and weighing everything.

The Training of the Senses.

[These] purify, digest, and range all the species in a prepared readiness for the mind and judgment. One must therefore be very careful to teach him all things with an easy method, and a certain order, that they make him see everything clearly and not entangle and perplex him, strengthening him with universal principles, which may serve him for a foundation, by no means confounding and puzzling him with multitudes of precepts and lessons. But by a sweet succession make him pass from one step to another, raising him by degrees from the lowest to the highest things, and using him sometimes to observe the like order in all his actions, and to sustain himself upon firm principles. This contributes very much to judgment and discourse, and is extremely necessary as well for the acquisition of profound sciences as for the ordinary conduct of one's life.

After this not altogether unsatisfactory account of the training of the senses, the modern reader will wonder whether J. B. can deal adequately with the place of memory in education. The current idea of the older educationists is that they persistently magnified the place of memory into an unwarranted autocracy in the realm of the mind.

The Place of Memory in Education.

This hath been slighted and despised by many men. Seneca makes but small account of it, yet there are others that approve and improve it as much as possible. To me it seems very useful: as barns and cellars to those that will buy provisions of corn and wine. . . . It plays its part in all occurrences, and ought still to accompany the judgment, as the secretary that hath the keeping of all its registers and does first propound all the subjects on which a man is to act.

In such psychology, probably, there is involved the "faculties" theory, which is now discredited, but J. B. is anxious to show that, though the young man should have a vivacity of imagination, a strong retentive memory, and a clean and able (common) sense, yet these are to be got by his own exercise of them. He particularly recommends exercising the pupil in writing letters on all kinds of subjects, "which will be a means to complete him in his style and language." The pupil should be encouraged in good reading. The "governor" should choose the books the pupil should read, but then let the pupil form and shape his style for himself, without tying or obliging him to any example.

For discourse and writing being the images of the soul; every one expresses his thoughts differently according to his own genius, which if it be made subject to another, will appear full of constraint and affectation. 'Tis no matter how he speaks or writes, so he do it well. The best rule one can give him is to let him see how others have spoken, and then let him do, as he shall judge best himself.

J. B. is not altogether in accord with the custom of his times. He would not have young men, as he tells us they were expected to do, learn Horace, Martial's Epigrams, Cicero's Epistles. But with due regard to the position which the youth is to occupy in after life, he would have his pupil in a position to find in his mind all the materials rightly disposed, *i.e.*, to say "all wholesome and sage documents for the society manners and actions of his life." In other words, his memory should be utilized, as we say now, in the way of technical instruction, though the instruction he has in view is the technical instruction of a gentleman. Such a passage as the following is in accord with the spirit of John Locke:—

[And then] There is no more to do, but only to elect amongst the great number of things which may be known, those which are most proper and suitable to his birth and condition; and life being very short and sciences infinitely many . . . choose those which are most utile and most excellent.

J. B. holds a position similar to that of Socrates, that virtue is, at any rate, dependent on knowledge, and it is this which gives knowledge its true dignity. As to the sciences generally, he observes that the chief point in their usefulness consists in "the manner of teaching well and purifying them from the school.

This raises the question whether the pupil ought to be sent to the public school. Once again a point which Locke brings into prominence.

Here are J. B.'s reasons against schools:—

1. That there the pupil becomes acquainted with others, who not being trained up in any manners, do easily imprint their defects on a young spirit.

2. That one wallows eight or ten years in that dust only to learn the Latin tongue and a few shreds of history worth nothing, because they are but pieces disjointed, which have no dependence.

3. They often change their Masters and by consequence alter the method and rules of learning.

Is not the following objection remarkably modern?—

4. The masters are ordinarily young and serve their Apprenticeships at their scholars' cost as now Physicians do in hospitals.

5. Having the charge of so many, they cannot take such particular care of every one.

J. B. gives also the arguments on the other side, and leaves the question of public and private education an open one. He considers "the sciences" ought to be studied by the young hero "only inasmuch as they open the understanding, fortify the mind, sweeten his behaviour, and embellish his soul." Latin should be taught as "succinctly and purely as 'tis possible." History should be taught so as to open the understanding to reason and discourse upon all events and to exercise him in observing the causes and reasons of things. Philosophy must be a wife, not a mistress.

I would have the pupil be served by her, instead of serving her, and not do any thing without her counsel. I would have him know that philosophy which discourses, which enlightens, which rules our manners, which loves society; and not that which raves, which contends, which makes chimaeras, and loves naught but solitude. This last is vain, ridiculous, importunate, and idle.

But the philosophy and knowledge generally which it is most important to implant is that which requires him to "practise every day virtuous actions, . . . to love honest people, treating every one according to his merits and not abusing his own power." Choice of friends must be left to himself, but he should be taught not to dispose the favour of friendship too lightly.

It is to politics the young hero should pay especial attention. Here the best training is to make the pupil give reasons for all his actions, and even invent difficulties for him to disentangle. Some of J. B.'s examples of improvised difficulties recall the later devices of Rousseau. He would sometimes deceive the pupil cunningly and show him the craft afterwards, so that he may be on his guard. Political science has to be approached through many avenues. Having obtained ideas in political science, the pupil should then travel and see the principles exhibited in the great Book of the World. He will find that things are not true because authors have said them, but what is true in them may be discovered by each, according as he is illuminated to see it for himself. He that would know things as they are must draw from their source and spring head. Having travelled, the military art claims his attention. But the object of this training is mainly to make him a grand polit-

ician ready to "search out the bottom of every business." He must then study intrigue (= diplomacy) and negotiations. Subsidiary sciences which are desirable are mathematics, especially geometry and arithmetic, cosmography, fortification, drawing, painting. As for poetry, he should not be hindered from it if he takes to it spontaneously (of course, our author means writing it); but he should not be at all "prompted to it."

Such are the main principles and precepts set forth in "Heroick Education." There is much, as has been pointed out, which is a forecast of positions elaborated more thoroughly in Locke and Rousseau, but the perusal of the work is not without its value for the consideration of heroes to-day. The task of our age is more formidable, for we have universal education. But we shall read the older educationists to little purpose if we do not realize that the aim of education to-day should be to do for the many what they proposed for the few. To-day we hear much of the secularization of the schools. What would J. B. think of this?

I cannot do better than add his views on religious education, in his own words:—

How brave a thing it is to see a young man of great quality, make an open profession of piety and be studious and careful to keep his soul pure and untainted from the soil and leprous spots of sin. . . . I mean a true, solid piety, whereby a man loves God out of a pure principle of esteem, because he is absolutely good and perfect, and continues thus, till he by his especial grace vouchsafes to turn that esteem into tenderness, and higher flames of heavenly love and zeal, and fear to offend him, as we fear to displease those whom we entirely love, and not only as we apprehend to oppose that power which we dread. To bring him to this, he must be led and guided with sweetness, by facile and honest means, which may neither breed repugnance, or weariness in him; and not impose devotion as a yoke, but invite him to it, as a means to set his soul at rest, and calm his passions with tranquillity, arming him against all accidents, and alluring all hearts and affections to him. By discoursing frequently of the immense goodness and mercy of God, making him delight in the sweet music of a quiet and pure conscience, showing him good examples, entertaining him with little but often repeated acts of piety, furnishing him incessantly with high and sacred thoughts of this real good, handsomely preventing anything that might divert him, and reaping some profit and advantage of every little accident that intervenes by making him admire God's providence in them all; and all this *with a certain method which neither is bigot nor scrupulous*.

This is old-world perhaps, and little in touch with modern educational politics. But are we quite sure, even on this point, that we moderns have secured, in the modern theory of the secularization of the school, any sufficient guarantee of the retention of the religious spirit which animates him, and the training of the young to responsiveness to the highest issues of life?

It is worth while to ponder over this question: Have we perchance, in our zeal for the democratization of education, frittered away the aims which absorbed the thought of J. B. in 1657? The many are now the rulers. Education will only come to its own when it is realized that the many in the new conditions require "heroick" education. We shall only have a nation of cavaliers and heroes by considering, not the minimum, but the maximum, that can be done, in school training, for each child.

FOSTER WATSON.

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The Political History of England. In 12 vols. Vol. X., 1760–1801. By WILLIAM HUNT, M.A., D.Litt. (Longmans.)

It is thirty years since Green gave us his "Short History of the English People." It was the culmination of a movement begun by Charles Knight to broaden the treatment of the subject and to lay stress on the progress of the nation—constitutional, intellectual, and social—rather than on war, diplomacy, and court intrigue. The tendency was wholesome, and many people found that what had been to them mere dry bones had come to life in Green's hands. But the method had the defects of its qualities. Drum and trumpet were exchanged for the magic lantern, and history was presented in a series of pictures from different points of view, not as a narrative of events. Charming as they passed before the reader's eye, they left behind impressions of colour more than of form. All was grist that came to such a mill. Nothing that affected the

national life would be out of place; but most things must be excluded for want of room, and it was quite uncertain whether you would find the particular things you might be in search of.

Experience of this kind caused a reaction to something more restricted and more vertebrate. Politics, whatever their relative importance in the history of a nation, at any rate afford the best framework for it. They can be brought more easily into chronological sequence than other topics; yet these others need not be excluded. It is on these lines that the work of which one volume is now before us seems to have been planned. It proposes to do for this generation what Lingard did partially for his; but the mass of material now available is too much for one man to handle. The work is to be executed by twelve writers, each undertaking a separate volume; and the names announced bear out the claim that they are specially competent to deal with the periods assigned to them. Dr. Hunt and Dr. Poole are joint editors, and the former has led the way and furnished a sample to his colleagues and to the public by dealing with the first forty years of the reign of George III.

If the other volumes are up to the sample, we shall have a history of England which for purposes of reference will be hard to beat. Dr. Hunt has no taste for fireworks. He makes it his business not to dazzle his readers, but to give them well arranged facts and sound judgments, and the mass of facts which he has brought together in the compass of 450 pages is really astonishing. He is eminently sober, fair-minded, and painstaking. His portraits are lifelike enough; but he does not aim at effect by exaggerating the lights and shades.

The quarrel with America is the central event of the period, and here Dr. Hunt is at his best. His style, always clear and concise, becomes more animated, and his account of the antecedents of the war and of its incidents is all that can be desired. Two brilliant writers have dealt with it lately, each with a bias of his own. Sir George Trevelyan sees everywhere evidence of the mischief of personal government: "The King's policy caused the war; the King kept it going long after everybody except himself was weary of it." Dr. Hunt takes a juster view: "In the events which led to the revolution, the British Government appears to have shown a short-sighted insistence on legal rights and a contemptuous disregard of the sentiments and opinions of the colonists; the revolutionists generally a turbulent, insolent, and unreasonable temper."

The King had nothing to do with Grenville's Stamp Act or Townshend's Tea Tax. Chatham was Prime Minister when Townshend, as Chancellor of the Exchequer, first intimated his intention to raise revenue by customs duties in America. This was in January, 1767, and in March we find Chatham blaming Townshend's action about the East India business. It cannot be said, therefore, that his state of health at the time relieved him from all responsibility in the matter at the outset. The King's part came later, when the question arose: Should force be met by force or by concession? In his determination "debellare superbos," he had the great majority of his people with him for some years. The Boston Port Bill was carried by a majority of nearly four to one in the Commons; yet in dealing with the Election Act and the Scottish Militia Bill the members showed that they were not sheep to be led by the shepherd.

As regards the conduct of the war, Mr. Fortescue, who has told the story very fully in his "History of the British Army," attributes the miscarriage mainly to Lord George Germain. The interference of civil Ministers at home with soldiers on the spot is his explanation of this as of other failures. Germain had much to answer for; but, of the two great blows which decided the issue, Dr. Hunt seems to us right in assigning the blame for Saratoga chiefly to Howe, and the blame for Yorktown to naval mismanagement. Here, it is true, we come back to George III.; for the flagrant jobbery which forfeited the command of the sea was directly connected with his methods of recruiting "the King's friends" in Parliament.

Dr. Hunt is indulgent to George while not blind to his faults. Of the victory of the King and Pitt over the coalition in 1784 he says:

The King's dismissal of a Ministry which commanded a large majority in the House of Commons, and his refusal to dismiss its successor at the request of the House, needed no pardon: they were endorsed by the declaration of the national will, and he gained a hold on the affection of his people such as he had never had before. His

success must not make us forget the courage and the political insight which he displayed during this critical period. All that made the crown worth wearing was at stake; for, if Fox's party had obtained a majority at the General Election, George, for the rest of his life, would have become a mere puppet in their hands. He won the game, but he did not win all that he hoped for. Pitt, whom he chose as his champion, was not a Minister after his own heart—content to carry out a royal policy. George freed himself from the danger of Whig domination; but he did so at the cost of resigning his hopes of establishing a system of personal government, and accepted an independent Prime Minister.

The account of Pitt's first administration is such as might be looked for from the writer of the memoir of Pitt in the "Dictionary of National Biography," though, perhaps, something less than justice is done to him as a War Minister. There is a good appendix on the authorities—not a mere list of books and papers, but a *catalogue raisonné*. Macaulay's biography of Pitt should surely have found a place in it by the side of Lord Rosebery's. There is a convenient list of administrations and there is a map showing the Parliamentary representation, as well as maps of the American colonies. A word of praise must be given to the publishers, who have done their part of the work in a most satisfactory way.

A History of Rome. By A. H. J. GREENIDGE. Vol. I. (Price 10s. 6d. net. Methuen.)

The appearance of a large book on Roman history by Dr. Greenidge must be regarded as an event of importance at least in the world of those by whom classical learning is still cherished. He has already written on Roman law and public life. None more likely than he to prove a safe guide amid intricacies of political and constitutional change. Two years ago in his "Sources for Roman History" he prepared the ground; now with this book he builds. But the edifice will extend beyond the first rough lines that he traced. What he proposes is to deal with the history of Rome during the later Republic and the early Principate in a great work of six volumes. According to the plan that he has laid down, the second volume will have for its subject "the period from 104 to 70 B.C., ending with the first consulship of Pompeius and Crassus; the third the period from 70 to 44 B.C., closing with the death of Caesar; the fourth volume will probably be occupied by the Third Civil War and the rule of Augustus; while the fifth and sixth will cover the reigns of the Emperors to the accession of Vespasian."

The magnitude of the task is great, not from the extent of the field, but by reason of the extraordinary minuteness with which every inch of it has been surveyed. We are concerned here only with a part of the undertaking. The first volume treats of the time from the tribunate of Tiberius Gracchus to the second consulship of Marius, having three principal themes: the movement headed by the Gracchi, the rise of Marius, and the war against Jugurtha. It is a volume that is a book in itself. We will say of it at once that it is to be classed not merely among good books, but among the best six classical books of the year at the close of which it was published. If we roam a little about its pages and point out now and then a fault, we do so with cordial recognition of its merits, with all good will, and with the hope that it will find for itself and win for its successors an audience large as well as fit. But praise to be valuable must be discriminating—a maxim not novel, but one that it is wise to remember, especially with respect to the praise of reviews.

In examining Dr. Greenidge's book we turn first, as is natural, to the list, put at the end, of modern works referred to in the notes, being desirous of knowing, if we may venture on the slang of the workshop, "what he has got." Slovenly to print in it, as we see that he does print, "*das Aechtheit*" (page 489). With amusement we observe that, although he must be constantly using the vast compilation cited shortly as "Pauly-Wissowa," he has failed to discover that it is not paged. Its columns are numbered; and besides the *column* the *volume* must be stated to complete a reference. The matter is not altogether trivial; for the inconvenience caused by omitting the volume, as Dr. Greenidge omits it, will increase as Wissowa and he himself proceed. But the contents of the list are of more account than these little slips. Since it does not pretend to be a full bibliography, we cannot complain on the score of what is left out. But as to what is left in we remark that some

of it is stale, and some of it, even if fresh, is hardly of the authoritative kind.

Setting forth this imperfection, we are led to consider the main question that a new history of Rome for a period at which great historians have laboured immediately suggests: Does the book represent an advance in respect of critical method? Instead of answering the question we confine ourselves to saying that the strength of the present work is not on its critical side. Dr. Greenidge bases his History chiefly on the first-hand authorities. He needs tracts, such as those in his list, to interpret them; he is to be judged, however, not by the tracts, but by the interpretation, and by his skill in comparing and appraising the original evidence. We do not think that he has always been successful in estimating his first-hand authorities and making them yield their secrets. For Plutarch, in particular, he seems to have the uncritical affection that results in an illusory confidence.

Look, for a small, but not uninteresting, example, at the famous story of Gaius—Dr. Greenidge says Caius; but that is his fun—Gracchus, and the flute-player. We let him tell it for himself in order that our readers may have the benefit of his melodious utterance: "Sometimes [when Caius was speaking] the emotion was too highly strung; the words would become coarser, the voice harsher, the faultless sentences would grow confused, until the soft tone of a flute blown by an attendant slave would recall his mind to reason and his voice to the accustomed pitch." The form of the story adopted is that given by Plutarch ("Ti. Gracch." 2), who is named as the voucher for it. Now we are of those who believe that Plutarch got the anecdote from Cicero ("De Orat." III. 60, 225). Plutarch uses the name of Licinius, who is in Cicero adduced as an authority for the facts, he having been the private secretary of Gracchus: "quem servum sibi habuit ad manum." But Plutarch, with his imperfect knowledge of Latin, taking "ad manum" to mean "close at hand," indentified the slave "ad manum" with the slave that sounded the notes behind the orator; and so Licinius, the witness to fact, became himself the flute-player. We can almost see Plutarch puzzling out the Latin text. He had heard of a tuning instrument, and put for Cicero's *fistula* his own not highly elegant description: *φωνασκικὸν ὄργανον, ὃ τοῖς φθόγγους ἀναβιβάζουσιν*. Then he was beaten by the passage, a misconception of which caused a double version of the story to be current in antiquity. The words of Cicero: "sonum quo illum aut remissum excitaret aut a contentione revocaret" indicate only a vocal effect; when the pitch of the speaker's voice sank too low or rose too high, the slave played a note to correct it in the needful direction. Read without their context they were imagined to point to some sort of moral or emotional effect, as if the office of the slave had been to fire the mind or restrain the vehemence of his master. Plutarch made him play Gracchus only down, and he understood the effect to have been both on the emotion and the voice. But he knew that *revocare* was ἀνακαλεῖν; whence his closing phrase: *καὶ παρέχειν αὐτὸν εὐανάκλητον*. Can it be doubted that the somewhat rare word *εὐανάκλητος* was suggested by "a contentione revocaret"? We feel sure that Plutarch was but translating and mistranslating Cicero. In any case we hold that a version of the story sophisticated with the emotional effect is later than the plain statement found in Cicero, and also in Quintilian, that the use of the pipe was to attune the voice to itself.

Having regard to what has been urged, another writer might perhaps tell the story thus: "It is related with some probability that, when Gaius Gracchus harangued the people, he kept stationed behind him one of his slaves, whose business it was to regulate the speaker's voice by giving an occasional note with a pitch-pipe." Bald and ugly, is it not? Every one will see that Dr. Greenidge's rendering is much prettier. But, then, to get it he had to prefer the worse authority to the better, and he had to do for the anecdote something in the way of what journalists would call "writing it up." This may seem a trifling matter, and we would not lay on it the burden of proving a wide statement. Yet we must record the impression, got from many flute-players, that our author has not quite the critical power of the best modern historians: not that shown, for example, by Ludo Moritz Hartmann in his excellent "Geschichte Italiens im Mittelalter." In one kind of criticism, however, Dr. Greenidge excels and sometimes, as we judge, exceeds. It is in that which is applied not to the sources, but to persons, to situations, and to policies. His estimate of the

character and consequences of the Gracchan reforms would have gained by being compressed. And generally, when he indulges in reflections, we could wish for something less finely spun, something rougher, stronger, and more compact.

Leaving to our readers the task or the pleasure of doing what we ourselves might be expected to do, of drawing a comparison between the new writer's views and Mommsen's, for themselves, we glance at some prominent features of the book. First of all we regard it as one that will be serviceable to education in an unusual degree. It has, for the most part, the rapidity of movement that is necessary to hold attention through a long narrative. Its author understands, moreover, how to combine, as it were, events with personalities; so that the scenes of politics and war grow more interesting because of the interest kindled by the actors in them. Neither a dry text-book nor a popular "romance of history"—it will *teach*, and not merely breed a vain conceit of knowledge. Everywhere informing, it may be consulted with equal trust as to the details of a campaign or as to the scope of a law. Be it not obscured by what we have said that the hand at work is that of a master in his craft.

Next, and lastly, we devote a few words to the language of the book. Once or twice in the later pages we noticed signs of unchastened toil, as if the length of the course were beginning to tell and to produce a weariness. Take, for an instance, this about Sulla:—"He was a terrible man because his insight and his charm were a part of his very nature, as were also the dark current of ambition, scarcely acknowledged even by its possessor, and the surging tides of passion, carefully dammed by an exquisitely balanced intellect into a level stream, on which crowds might float and believe themselves to be victims or agents of an overmastering principle, not of a single man's caprice." Is not the pitch rather high? Did Dr. Greenidge not hear the flute-player? Again, we had gladly been spared some of the French terms: for we deem one tongue to be enough for one historian—when he is writing. *Régime* is firmly rooted, and for *clientèle* there is excuse. But *fait accompli*? But *émeute*? But *débâcle*? As to "soubriquet" (page 102) we can only hope that it is English, since, at least, it is no longer French. But, in general, good words are cunningly woven. How softly and delicately is told the story of the manner in which Gaius Gracchus died and Cornelia his mother lived afterwards! Several fine passages we marked for quotation; but our space is limited, and we must therefore send our readers to the book itself. They will hardly be able to open it without coming on an attractive paragraph. Having read it, they will join us in wishing for the speedy arrival of the volumes that are to continue the history.

Greek Thinkers: a History of Ancient Philosophy. Vols. II. and III. By THEODOR GOMPERTZ. Authorized Edition. Translated by G. G. BERRY, M.A. Balliol College, Oxford. (28s. Murray.)

We have had these volumes in hand a long time; for, although they give an excellent impression at first reading, we wished to see how they would seem on a longer acquaintance. We are able to say that they maintain their position well. Prof. Gompertz has an inimitable touch: we can hardly believe him to be a German. For the dry facts of the history of philosophy, for the tenets of men and schools tabulated, classified, traced to their origins, we go elsewhere—to Ritter and Preller, perhaps, or to that mine of learning Zeller. Prof. Gompertz chooses significant points, takes large views, examines movements and phases rather than men, or men as the instruments of these, and presents all through a medium—the literary medium, the medium of a temperament. Zeller shows a dry light: he is impersonal, and, after reading a volume, we have nothing to say of Zeller; but Prof. Gompertz is on every page of his book; we recognize his tact, we are pleasantly tickled by his allusions—in a word, we enjoy his style. Not that he is on the look out for novelties, whether of thought or of diction: he is quite sane; but he is original, puts old facts in new lights; he is suggestive and keeps the attention without effort. He is also full of a restrained enthusiasm for his subject and for the great and noble minds he describes. And yet, while he gives a full meed of reverence to Socrates, he can appreciate the point of view of the court which condemned Socrates. He realizes that Socrates was a critic of the democratical constitution, and that the later careers of some of his pupils—

Alcibiades and Critias, for example—must have reflected on their teacher in the eyes of the ordinary citizens. He makes a good point, too, in connecting the trial with political troubles and the humiliations of the Peloponnesian War. Prof. Gompertz excels in portraiture: the characters of his story stand out as more than mere names—they take the shape of humanity. In philosophical matters, whether in statement or in criticism, he is clear and acute. For instance, we have never seen the fallacy of the "Heap" better explained than he does it (pages 190 *et seq.*), and the other hoary puzzles which the ancients discussed—the Liar, Electra, the Horned Man. Every now and again comes an aside, in which, with sly humour, he alludes to modern political problems. The bombardment of Copenhagen is compared with the Spartan treatment of neutral ships in the Peloponnesian War. He will not call the Athenian orators hypocrites because the defence of the weak was a favourite topic with them "whenever the interests of the State were in harmony with this sentiment"; nor will he apply the term to modern England, "where a strong and genuine enthusiasm for the liberty of foreign peoples exists, and lends vigour and warmth to a policy based on interest with which it may happen to agree; although in other cases," he adds, "the interests of England seem to be invested with the dignity of an ethical principle." Or he points out that modern society is too complex to solve its problems on the lines of mechanics, by a calculation of the joint effects of known causes. "A noble people breaks with its past, and goes forth in quest of liberty. It finds, however, nothing better than equality; the dissolution of unifying bonds destroys the cohesion of society, robs it of all power of corporate action or resistance, and leaves it the ready prey of a despot. Then for at least a century that people stumbles along blindly from one short-lived experiment to another." Even the Fatherland comes in for a hit now and then. "Could Socrates appear among us, how often and how victoriously would he cross swords in dialectic fence with the representatives of public opinion! Imagine the smile of scorn with which he would drive the legislator to confess that duelling is both commanded and forbidden to the same persons at the same time!" Nor is he without a word in season for "those enquirers who undertake to found ethics upon zoology, and who do not scruple to identify the moral virtues with the qualities which win success in the struggle for existence."

We may now briefly indicate the contents of the two volumes. Book IV. is occupied with Socrates and his teaching, his place in Athenian society, Xenophon, the Cynics, the Cyrenaics, and the Megarians. In this book we would specially mention the treatment of Xenophon's value as a witness. The author points out that Xenophon did not and could not understand his master; that his mind, commonplace and plain, could not appreciate subtleties of thought, in describing which he often bungles. On the other hand, he records aphoristic sayings of Socrates, such as that about the basket of dung, which he could never have invented, and which it was within his power to remember. His record of matters of fact is always important, and he was evidently honest in his attempts to tell the truth. Plato is the subject of the Fifth Book, in the course of which the author examines the criterion of language as a means of determining the order and authenticity of the works. He does not give details, but the student can find them out for himself with the aid of the references given in the notes; he makes a general confession of conviction that the results of these minute investigations are to be trusted. Taking the order of the dialogues as established by this criterion, he proceeds to examine the growth and development of Plato's thought. At the outset, he sees a "purely Socratic period," where Plato appears as an "ethical conceptualist," and the chief achievement of this period is the "Protagoras." A dramatic touch is given by the comparison of the end of the "Protagoras" with a passage in the fifth book of the "Laws"; where, after a discussion of the hedonistic principle, which in the "Protagoras" is left without any idealism to temper it, Plato, now half a century older, shows that "the noblest life wins for us also that prize on which all our hearts are set—the preponderance of joys over sorrows." The earlier works show an attitude of reserve, a stern check on all sentiment, which was afterwards to be discarded. In the "Gorgias" the ethical view begins to change: we have a new canon of beauty (the beauty of the soul, evil being its deformity) taking the place of Socrates's canon of utility. Here again Prof. Gompertz takes a glance at the "Laws," where Plato, still true to

the faith of his youth, asserts that, even if no argument could prove that virtue was happiness, it would be necessary to act as if it were. Passing over one or two minor dialogues, with the "Symposium"—which calls forth a very sane and sensible discussion of *paiderastia*—we come to the Doctrine of the Soul and of Ideas. In the "Phaedrus" Prof. Gompertz sees the abjuration of pure Socratism, of the exclusive cult of cold and sober reason: in the "Phaedo" the theory of ideas, which had been coming into prominence, dominates Plato's thought. In this dialogue, although he has not proved the immortality of the soul, Plato has made a real and brilliant discovery in the psychology of association. Analysis and criticism of the "Republic" follows; and in the bitter attack on poets the author sees the astonishing spectacle of a great artist rooting out the love of art from himself for intellectual reasons. Plato's style now undergoes a change, the narrative form giving place to the dialogue, which had hitherto been kept for his lighter efforts, and the poet-artist giving place to the instructor: this first appears marked in the "Theaetetus," leading up to the "Sophist" and the "Statesman." In the "Philebus" we see the moving spectacle of the poet, the scientific thinker, and the moralist contending in Plato's mind, with a final victory to the second, whose ideal is almost ascetic. Next come the "Timaeus" and the "Critias"—"an historical novel and a scientific fairy tale"; and in the "Timaeus" Plato's ideas, like ancient monsters, have outgrown themselves. Lastly, the "Laws" show the rich fruit of Plato's autumn: and in this work Socrates does not appear, nor is the doctrine of ideas so much as mentioned. Plato's moral principles have here become far stricter than formerly they were, especially in sexual matters. The last chapter is a retrospect and general account of Plato's work.

We lay down this book with reluctance, and shall often return to it. That all students will agree with Prof. Gompertz in all points is impossible; probably every one will find something which seems to him mistaken, or will refuse to grant conclusions which may be made. But we think that no one can fail to be benefited by a work so eminently attractive and stimulating; and it will long remain as the most delightful of all books on ancient philosophy.

The Evolution Theory. By Dr. AUGUST WEISMANN.
2 vols. 1904. (32s. net. Edward Arnold.)

Whilst these two handsome and excellently translated volumes are of the deepest interest, there is something not a little pathetic about them. In the first place, they mark the inevitable close of the life-work of a man whose name has been in the mouths of all biologists for a great number of years, since his "Studies in the Theory of Descent" appeared in the English translation by Prof. Raphael Meldola in 1882, and still more so since his remarkable series of essays dealing with heredity, with the germ-plasm, with the inheritance of acquired characters, began to appear. Looked at from this point of view, the volumes before us are a splendid legacy of a strenuous life given to scientific labours—a garnering in of the facts and theories accumulated during many years of unremitting study and observation, now approaching their natural termination.

In this aspect the pathos of the book is less than the grandeur—perhaps not too large a word to use for so remarkable a monument of labour. But it is not the only aspect. Where the real pathos is to be found is in the fact that, after all this labour, this careful building up of theory and hypothesis, this accumulation of minute observation after minute observation, there should be so much, so very much, that is entirely disputable, so little, so very little, that is absolutely certain and definite. Not that any person reading this book, and no other, would come to that conclusion. Far from it. Here, so far as the scientific theories put forward are concerned, there is no note of doubt, no hint of difference of opinion. We meet with the same old dogmatism which we have been accustomed to for so many years, the same old assertions that science teaches such and such a thing, the same old contentions that the things not yet proved—perhaps never to be proved to demonstration—are definite scientific certitudes.

Yet what is actually the case when we lift our eyes from the pages of this book and cast them upon the scientific battlefield—it would be an empty compliment to speak of it in other terms? There rage a tumultuous mass of persons labelled with all sorts of strange names, fighting under the banner of

Lamarck or as neo-Lamarckians, under that of Darwin or even as neo-Darwinians, as Mendelians, as de Vriesians, as Weismannites and as anti-Weismannites. For almost all the views of the distinguished writer whose work we are now dealing with have met with an opposition which might almost be described as virulent; indeed, he admits that he can only claim two other men of science as having fully embraced the doctrines which he has made it his life-work to lay down. Others have perhaps accepted part of it; others, again, will have none of it. In a recent controversial work by a French writer—it must be admitted, of no great authority—it is claimed that Weismann's views (or Weissmann, as the writer in question persists in calling him) are utterly exploded, and those views in his index are thus summarily despatched: "Weissmannisme, il est abandonné." Hence the judicious reader will study these pages for what they are—the recapitulation of views which years of careful study have led their distinguished author to form; views which are always interesting, often illuminating, but which are still only theories, unaccepted by many, hotly denied by others; views on which final judgment has yet to be passed.

To enter into any kind of discussion respecting any one of the various theories propounded, even to sketch briefly the main argument concerning the germ-plasm already set out in the work under that title which has appeared in the "Contemporary Science Series," would occupy far more space than is allowable in this journal. This, however, may be said: that no person who is anxious to understand the currents of opinion respecting the fundamental ideas of modern biology can afford to neglect these volumes. Strongly to be commended are the writer's wise words as to the limitations of science. "All that happens in the world depends on the forces that prevail in it, and results according to law; but where these forces and their substratum, matter, come from we know not, and here we have room for faith." We are a long way here from the cocksureness which pervades the books of some of those who try to expound the views of the masters of science. Prof. Weismann's German is unusually plain and easy to the English reader, and his translators have rendered it into English in a manner quite beyond praise.

A word of praise must also be given to the manner in which the book has been brought out, and to the excellence of the illustrations. Altogether this is a very notable work, and one which, we have no doubt, will be eagerly read and carefully digested by all true students of the science of biology.

Pioneers of Modern Education. 1600–1700. By Prof. J. W. ADAMSON. (4s. 6d. net. Cambridge University Press.)

We shall best indicate the scope of this history of education in the seventeenth century by enumerating the main headings of the table of contents. The New Philosophy—Brinsley's "Ludus Literarius," Ratke—Bacon and Comenius—"Didactica Magna" and "Janua"—Hartlib and Milton—Dury's "Reformed School"—Horle—Courtly Academies—Elementary Education—De la Salle and Christian Brothers—Franke and the Pietists—Classicists and Moderns. This is a sufficiently comprehensive programme, but there are some notable omissions. Of Montaigne we hear nothing, and little of the Jesuit schools or their rivals the Port-Royalists. But the purpose of the volume is not to tell the story of seventeenth-century education as a whole, but rather to select men of light and leading—centres of energy, as it were, whose force has extended to the present day. The first point that will impress even the casual reader is that Prof. Adamson is no compiler at second hand. This is no *rifacimento* of Schmid and Schmidt, of Raumer and Rein, of Barnard and Buisson, still less of Quick and Compayré. He has read for himself the works of Hartlib and Horle and Dury and most, if not all, of the "Opera Didactica Omnia" of Comenius. He has, moreover, the art of tearing the heart out of a book; and we advise those who have found Prof. Laurie and Mr. Keatinge too strong meat to turn to "Pioneers" and see on what sure foundations rest Comenius's claims to be the founder of modern educational theory. To Ratke Prof. Adamson is less than fair. It is true that the man was an adventurer and a bit of a charlatan (so was the great Jean Jacques); but when all his peacock feathers have been plucked there remains his firm belief in the natural method and the use of the vernacular.

Special emphasis is laid on the part that elementary schools played in broadening and modernizing the curriculum of higher schools; and we know no text-book which gives so full and intelligent an account of schools founded by the S.P.C.K. and the Institute of De la Salle. Are we not asking to-day, as to the use of Latin, the very question that De la Salle put in 1702 to the Bishop of Clatres (page 233)? The position of seventeenth-century pioneers is well summed up by the author: "Their strongest grounds of objection to the old curriculum, with its monopoly of teaching often only formally literary, were that it failed to appreciate the deep differences between their own time and the ancient world, and by its exclusiveness outraged that very rationality which was the life-blood of humanism."

A full index and a bibliography of works referred to in the text complete this scholarly volume. We note one unfortunate misprint—*δύνη* for *δύε*—and it is not pedantic to protest against "coteremporary."

Interludes in Prose and Verse. By the Rt. Hon. Sir GEORGE TREVELYAN. (G. Bell. 6s. net.)

It is a pleasure to have in an authorized and final edition these brilliant skits written nearly half a century ago, for which, the author tells us, there is still a brisk demand. We are pleased, too, to find that there has been no extensive re-handling. "Nec luisse pudet" might stand as their motto, and an elaborate revision would have been "incidere ludo." As the work of an undergraduate they are wonderful; if judged in cold blood as specimens of wit and humour, few are of the first rank. "Horace" is a rollicking extravaganza, but, though it now claims "perfect historical accuracy," we prefer the acting version. The parodies cannot hold a candle to the "Hawarden Horace," or "Horace in Homespun," still less to the best of Mr. A. G. Godley. Thus:

I now am lodging at the *rus*—
In-*urbe* of young Decius Mus.
Twice over would I gladly die
To see him hit in either eye

is a little crude, and quite spoils the point of the subsequent reconciliation. The "Cambridge Dionysia" is a far higher flight. Never has Sir George Trevelyan penned in after life so brilliant a page as the prose introduction to the play. It breathes of Aristophanes and Plato. It transplants Athens to the banks of the Cam, and reproduces not only the mannerism (as the author modestly claims), but the humour, the vigour, the fertility, the exquisite fancy of the great comedian. "Decies repetita placebit," even in an annotated edition with explanations of Shillibere and the inflated pigskin and the two flute-players from Barn —.

The personalities in the plays were never ill-natured, and in most cases time has robbed them of any sting, but we confess that the author appears to us somewhat arbitrary in expunging some and retaining others. Why at the beginning of the "Dionysia" are the Rev. Mr. Clayton and "Old Currier Balls" (the venerable Mayor of Cambridge) still roasted while "the gallant Colonel Phipps" disappears? The Master of a College who paired with his rival for the Mastership and then voted for himself deserves to be handed down to infamy, but it is questionable taste for one who subscribes himself Honorary Fellow of Trinity College, Cambridge, to suggest that an innocent reflection on previous awards cost him his fellowship.

Of the remaining contents of the volume we have left ourselves little room to speak. The "Ladies in Parliament," now rechristened "The Modern Ecclesiastusae," has a fine lilting parabasis, and, though the "Owl" is no more remembered than the "Bear," it still presents a vivid picture of party feeling at the time of the Reform Bill of 1866. The flaying of Charles Kingsley for his conduct in the Governor Eyre business seems at this distance of time rather barbarous, and, on the other hand, it is amusing to hear that the play was rejected by a first-class magazine on the ground that it spoke too respectfully of John Bright.

The "Letters of a Competition Wallah" have been rearranged, and now appear, with considerable omissions, as "Letters from Patna." These and the "Dawk Bungalow" are the outcome of the year that Mr. Trevelyan passed in India as private secretary to his father. They may serve as a pendant and a corrective to "Kim" and "Plain Tales from the Hills."

Last comes a lecture on "An Ancient Greek War." The hint is given in an early review of Macaulay's on Mitford's "History of Greece," but the execution is all Sir George's own. He has here visualized the tragic side of Greek life as vividly as in the "Dionysia" he did the comic, and the imaginary feud between the boroughs of Falkirk and Stirling reads like an episode of Thucydides. As we lay down the volume we feel half inclined to echo the lament of Lamb's friend on the Eton playing fields at the thought that these ingenuous high-spirited lads were destined to become members of Parliament.

The Romance and Realm of Commerce. By ALFRED MORRIS. (Nelson.)

This little book is intended both for parents and their sons, and there is much excellent information and advice contained in it. The author's object is, he says, to put forward in a brief way "the advantages and prospects of a commercial career, hoping that thereby some of the talent which flows, either through parental ignorance or prejudice, into overcrowded professions may be turned into channels more conducive to the welfare and advancement of our Empire, the chief want of which is good business men." With the last part of this extract we certainly agree, for we imperatively need good business men; but commerce is also overcrowded with men who are by no means good business men, just as the professions are with men who are by no means experts. In fact, nowadays there seems no doubt, just as it ever was, that only the good man will go to the top in commerce. The British parent has begun to see that the professions are overstocked, and that the boy of only average ability has not much chance of doing very well. Yet the average boy will not succeed any better in commerce unless he is possessed of remarkable qualities; he must rise above the ruck, he must be singled out, and show himself to be worth his salt. The book is not comparative, as we had rather expected; it does not compare the professional with the business calling, but it does in a few short pages set out many advantages that go with the business life. At what age should a boy who is destined for business leave school? This is a pertinent question which our author asks, and it is one which must occur to every thoughtful parent. Of course one part of the answer is, that when his character is formed he may leave, and preferably not earlier. We, however, must look a little more closely into this question: there is also another matter which is involved in it. As we look around we cannot help noticing how bad from a business point of view the average public-school education is. The upper middle classes in this country get no training of any sort at school to help them in a business career. This is greatly to be deplored, and it means that many boys in consequence leave their schools earlier than they should do. As to the lower middle classes, the evening classes which exist in London and in our great towns do much to provide some training for our young men after they have by force of necessity left their school to earn their bread. This movement is good, and is capable of considerable development. But the fact remains that it is very difficult to train a good business man, and our author has not told us how it is done, though he puts it in a very pleasant and readable way what a boy stands to get if he does go in for business. In conclusion, there is an excellent chapter on business morality, which is well worth our attention, and the oft repeated maxim for business boys occurs at the end: "Spend less than you earn."

The Spoken Arabic of Egypt: Grammar, Exercises, Vocabularies. By J. SELDEN WILLMORE, M.A., one of the Judges of the Native Court of Appeal at Cairo. Second Revised and Enlarged Edition. (Price 10s. 6d. David Nutt.)

The author of this important work has rendered a real service by making available, in a thorough and competent manner, the grammar and idiom of the spoken Arabic of Egypt. The book is of the utmost value, not only to those who wish to acquire a practical knowledge of the spoken dialect, but also to professed students of the Semitic languages. It worthily supplements and completes the pioneer work of Spitta, published in 1880. Prof. Sayce, in a short introductory note, thus describes it:—"The present volume contains an exhaustive account of the Cairene dialect of Egyptian Arabic as it is spoken to-day. On the practical side it will be welcomed by those who live in Egypt and wish to understand, and be understood by, the natives. But it will be quite as much welcomed by the student of scientific philology. It tells him what he wants to know—how a living Semitic language pronounces its words and forms its grammar. For language consists of sounds, not of written symbols, and its grammar is that of ordinary conversation. What has been termed antiquarian philology is doubtless important to the historian or the literary scholar; for linguistic science it is of little use. The living organism alone can yield scientific results. The spellings of a past age or the grammatical forms which exist only in books are a hindrance rather than a help to scientific research." The author has used the Latin alphabet for transcription, and thus can fix the pronunciation. The spoken dialect as yet has, unfortunately, not become a literary language—the literary

language of Egypt being the classical Arabic of the Koran, which is as different from the spoken idiom as Dutch is from English. It is much to be hoped that this disability will soon be overcome. The author is to be congratulated on having produced an invaluable book.

- (1) *The Educational Ideas of Pestalozzi*. By J. A. GREEN, B.A. (7 × 4½ in., pp. xi, 222; 1s.) (2) *The Educational Ideas of Froebel*. By JESSIE WHITE, D.Sc. (7 × 4¾ in., pp. xii, 156; 1s.) (Clive.)

(1) Mr. Green is Professor of Education at the University College of Bangor. He has composed a capital little book on Pestalozzi—the best we know for its size. After a sketch of the general condition of education antecedent to Pestalozzi in chapter i., we are given two excellent chapters on his life, followed by others on the aim of education, intellectual, practical, and moral; then comes one on the training of teachers and another on Pestalozzi's influence. All this is treated with great fullness of knowledge, and with abundant reference to the best books in German which deal with the great man and his ways. The book is provided with three appendices: (1) on Pestalozzi's account of his work at Stanz, (2) on contemporary accounts of his work at Burgdorf and Yverdun, and (3) on Pestalozzi's chief educational writings. But there is no index, which is a regrettable omission. Throughout there is a marked moderation in the expression of opinion, but a genuine belief in the general attitude and endeavours of the great Swiss. He does not consider Pestalozzi as perfect, but holds him to have been very human and very worthy of love and honour. We repeat that this is a capital little book, and Mr. Green has done well to publish it.

(2) Mrs. White, after gaining a First Class in the Moral Science Tripos at Cambridge, became Principal of the Home and Colonial Society's Kindergarten Training College. She has given a thoroughly sound and good account of Froebel in the little book before us. After giving a purely biographical account of the man and his education down to 1816, she breaks off to tell us of his Hella scheme and his "Education of Man"; then returns to his work in Switzerland and at Blankenburg; then deals with the pedagogics of the kindergarten and the "Mutter- und Kose-Lieder"; and lastly we have a chapter on his last years. All this is well informed and sound in the views expressed. Froebel made mistakes and was often obscure, but Mrs. White has been very successful in bringing out the golden truths which underlie his involved and sometimes contradictory presentment of them. The multitude of kindergarten students will do well to make acquaintance with her book; and, for the matter of that, they will find Mr. Green's book on Pestalozzi also very much to their purpose.

- "Pitt Press Series."—*Trafalgar*. By B. PÉREZ GALDÓS. Notes and Introduction by F. A. KIRKPATRICK.

Benito Pérez Galdós needs no introduction to the student of Spanish literature. His first novel ("La Fontana de Oro") was published in 1870, and since that date he has built up for himself a lasting reputation as a dramatist and novelist of the first order. Without the aid of his other numerous and brilliant works, his "Episodios Nacionales" will bring him undying renown. This celebrated succession of consecutive tales (in which some five hundred characters figure) has been called the nation's epic poem in the form of a novel. "Trafalgar," the first of the "Episodios," is not merely a masterly description of the world-renowned naval combat; it is a novel full of clever sketches of character, typical conversations, delightful little touches of humour and irony, outspoken criticisms, and, of course, a love-story in the background. The story is put into the mouth of Gabriel, who, as page-boy to Don Alonso, goes on board the "Santísima Trinidad" and comports himself valiantly. He is commendably modest as to his own performances, but he does not hesitate to award full praise to others who merit it. Thus, he says of that brave old sea captain, Don Alonso: "No tenía miedo a cosa creada por Dios, más que a su bendita mujer." The captain's "bendita mujer" was Doña Francisca, a woman who spent the intervals between her religious exercises in "nagging" at her husband, scolding and beating Gabriel, and trying to tyrannize over Mucial—poor old "Medio-hombre"—that battered old boatswain whose devotion to the service, unbounded pluck, and deadly hatred of the enemy were not surpassed by the finest "old salt" in Nelson's navy. The love story of Malespina (*hijo*) and Rosita affords an opportunity of introducing, as "comic relief," Malespina *padre*. This singular character, who exceeds Falstaff in mendacity (see pages 57, 61, 180, 181, &c.), foretells the construction of steam-propelled, iron-clad vessels (pages 155-158). Of Doña Flora and Gabriel's brutal uncle the less said the better. We have purposely only dealt with the imaginary characters: to give even a faint idea of the more serious part of this work would need far more space than can be allotted to it in this notice. We will merely add that the reader will find a grand description of the setting out of the combined fleets; comments upon the conduct of Nelson, Collingwood, Churrua, Villeneuve, Uriarte, &c.; freely expressed opinions about Godoy, the Franco-Spanish Alliance, &c.; thoughtful remarks upon patriotism, and a detailed, stirring account of the terrible battle which brought to Nelson victory—and death. In editing this grand work Mr. F. A. Kirkpatrick has rendered great service to English students of Spanish. He has provided them

with an accurate text, a brief account of the author, an admirable historic summary of the principal events which occurred between 1761 and 1805, and more than one hundred pages of helpful notes.

- The Physics and Chemistry of Mining*. By T. H. BYROM. (3s. 6d. net. Crosby Lockwood.)

The author's object has been to provide in one volume an elementary account of those sections of physics and chemistry which are most closely connected with the practice of mining and to exclude matter which is not apparently relevant. This plan has resulted here and there in a certain incompleteness and superficiality which must render it next to impossible for a student to obtain any real understanding of the phenomena considered; and unless this is attained no grip of the subject can possibly be gained. As examples, we may cite the unsatisfactory explanations, offered on pages 6 and 7, of the action of a siphon and of the nature of radiation. Several instances also occur in which there is carelessness of statement or actual error. Charles's Law is not properly stated on page 9, and the numerical example is worked by an incorrect method. On page 19 we are told that the latent heat of water is "80°," and at page 129 the action of a galvanometer coil on its needle is attributed to induction. The Sprengel tube, figured on page 11, is not the kind of apparatus employed in measuring the density of a gas. In the chemical section we notice the absence—almost complete—of equations, and the chapter on explosives would have been much more valuable if the chemistry and physics of one or two typical explosives—such as nitro-glycerine and gun-cotton—had been thoroughly explained. As it is, the student is left to guess the nature of a nitro-compound; and not a single formula is given to show why some explosives are deficient in oxygen and others possess sufficient for complete combustion. Those chapters which deal with the more technical parts of the subject—such as fire-damp, coal-dust, lamps, and fuel—are good, and the mining student may obtain much useful information therefrom; but he must still have recourse to standard books on the purely physical and chemical matters which lie at the base of so much of his work.

- A Systematic Course of Practical Organic Chemistry*. By RADCLIFFE and SINNATT. (4s. 6d. Longmans.)

As the title implies, the exercises described in this volume are arranged so that their sequence corresponds to that commonly followed in lecture courses and in text-books on organic chemistry. In addition to the portion dealing with preparations there are sections relating to the reactions and detection of a number of common organic compounds and also to the quantitative analysis of such substances. The chemical reactions involved in the various preparations are not explained; for the authors rightly insist upon the importance of making the student think out the reasons for himself with the aid of his text-book on the theory of the subject. No diagrams of apparatus are provided in order that the worker may have an opportunity of exercising his ingenuity in devising his own arrangements, which should then be submitted to the instructor for criticism. The book is well got up, and the descriptions are clear, concise, and sufficient. Alternate pages are left blank for the purpose of receiving notes referring to the experiment on the opposite page. The student who works through a judicious selection of these exercises will have gained a good working knowledge of the methods of organic chemistry.

- "Arnold's French Texts."—(1) *Mercadet*. Par H. DE BALZAC.

- (2) *Deux Héroïnes de la Révolution: Mme. Roland, Charlotte Corday*. Par JULES MICHELET. (3) *Laurette; ou Le Cachet Rouge*. Par ALFRED DE VIGNY. (6d. each.)

(1) In a previous notice we have described the plan of these useful little volumes—brief notes, giving translation of difficult phrases, and a vocabulary. The first is an abridged edition of Balzac's comedy, already reduced for the stage from five acts to three. Some of the "construes" are paraphrastic and long-winded—"La terre fait constamment faillite au soleil": "The earth is in the position of a bankrupt who never gets his discharge, with regard to the sun," for "The earth is always hopelessly in debt to the sun"—or unidiomatic, as, "Words do not give bread" for "Smooth words butter no parsnips"; but are generally correct.

(2) The notes here are mainly biographical and historical, and "construes" are rare. No attempt is made to correct Michelet or to reduce his idealized Mme. Roland to the human proportions revealed by later documents; but the notes, as far as they go, are accurate. "Battre la générale" is not "to beat the fire-drums," and the Elysian Fields were not "an island."

(3) "Grandeur et Servitude Militaires" has been almost as much exploited by English editors as About's "Roi." We can best characterize the present edition of this chapter by quoting the first three notes: "en tout temps," "in all seasons"; "il pleuvait à verse," "it was pouring hard"; "pas à pas," "step by step." "Billets de faire part" are not confined to weddings.

- Grammaire Française Pratique, basée sur la Méthode Inductive*.

- Par W. G. HARTOG. (3s. 6d. Rivingtons.)

We should hardly be prepared to admit the sweeping premiss of the preface, "the now established theory that grammar should be taught

by example and not by practice." Further on the author allows that there are occasions when this method may be set aside with advantage to the pupils; and in the conjugation of verbs, which forms one-half of the accidence, he has frankly abandoned it. The plan of Part I. is to give examples (they can hardly be called numerous)—e.g., *hommes, tables, livres*—and then ask a question: "How are plurals generally formed?" the answer to which is a statement of the rule. Then follow exercises in which the pupil has to apply the rule thus acquired. In Part II. the intermediate step of a question is omitted. This is undoubtedly an advance on the old formal grammar with rules to be learned by heart, but it need hardly be pointed out that it is not the strict inductive method, according to which each pupil—or, at any rate, each class—should collect its own examples and formulate its own grammar. One other general reflection. We are not convinced that the gain of conducting the grammar lesson in French is not outweighed by the confusion arising from French grammatical nomenclature. Thus, the pupil who has learnt his subject and predicate in English grammar has here to start afresh on subject, verb, and attribute—an analysis which seems to us worse grammar and not better logic; and he goes on to past definite and indefinite, and incident propositions. The old grammatical fiction that the subjunctive indicates doubt dies hard. We find it on page 217, and it is flatly contradicted in the author's paraphrase on the same page: "Je ne sais pas où est cette maison." There are some confusing misprints: "sourd-muets," page 183; "que j'aie comme" for "connue," page 216; "il est entre—je vous parlè," page 230. If we ended thus, we should give a wrong impression of the book. The reviewer has frankly expressed his own hesitancy, but against it may be set Mr. Hartog's practical experience as a teacher; and, however we may differ in theory, he gladly bears witness to the ability with which the plan has been worked out.

- (1) *Tales of King Arthur and the Table Round.* With Introduction and Notes by J. C. ALLEN. (2) *The Lays of Ancient Rome.* By Lord MACAULAY. With Introduction and Notes by J. W. BARTRAM, M.A. (3) *The Talisman* (abridged). By Sir WALTER SCOTT. With Introduction and Notes by J. THORNTON, M.A. (4) *The Lady of the Lake.* By Sir WALTER SCOTT. With Introduction and Notes by W. HORTON SPRAGGE, M.A. (5) *The Lay of the Last Minstrel.* By Sir WALTER SCOTT. With Introduction and Notes by FRED. W. TICKNER, M.A. (6) *Marmion.* By Sir WALTER SCOTT. With Introduction and Notes by GUY KENDALL, B.A. (7) *Paradise Lost.* Books I., II., and III. By JOHN MILTON. With Introduction and Notes by W. ELLIOTT, M.A.

All of the above volumes belong to "Longmans' Class-Books of English Literature." They are well and clearly printed, and tastefully bound in salmon-coloured cloth. (1) This is adapted from "The Book of Romance," by Andrew Lang, with twenty illustrations by H. J. Ford. The stories are well and simply told. It costs 1s.—(2) Mr. David Salmon prefixes a short biography of Macaulay to this volume. This and the introduction and notes by Mr. Bartram are all well done. The price is 1s.—(3) This and other Scott volumes contain a biographical account of Scott's life by Andrew Lang. The introduction and notes are good and to the point. The price is 1s. 4d.—(4) The introduction and notes, which are both very brief, sufficiently explain the words of the poem. Price 1s. 6d.—(5) The same may be said of this volume also: both volumes are adequately treated. Price 1s.—(6) This volume is somewhat more fully dealt with; and yet Mr. Kendall (an assistant master of Charterhouse) has not been in any way too full, but has produced a good and useful volume. Price 1s. 6d.—(7) Milton's poem is divided into separate books, to each of which is devoted one volume of this series. Price 6d. A brief, but very pleasantly written, biography of Milton is supplied in each by Mr. David Salmon, to which Mr. Elliott adds a brief introduction to the book. The notes are few and sound and simply explanatory.

Tragic Drama in Aeschylus, Sophocles, and Shakespeare. An Essay by LEWIS CAMPBELL. (7s. 6d. Smith, Elder.)

The scope of this essay is "to invite attention to some essential points of correspondence between the great masterpieces of Athens and of Elizabethan England." It is not an essay, but a collection of essays, some of which have already appeared in learned journals and popular magazines. There results not only some repetition, for which the author craves indulgence, but a want of unity and of proportion which it is harder to excuse. Thus the two chapters on "Tragic Diction," interesting as they are to the classical scholar, are mainly notes on disputed readings and interpretations. (The construction "Confining our attention to linguistic difficulties, one thing is certain," is hardly to be justified in prose diction.) But, if we take the volume as *adversaria*—the casual observations of a ripe scholar who is equally at home with Sophocles and Shakespeare—we can commend it heartily. In particular it is interesting to remark both the coincidences and the divergences between Prof. Campbell's and Prof. Bradley's analysis of the four great Shakespearean tragedies. As to the construction of the typical tragic plot, each critic seems to have reached independently the same conclusions. No less interesting is it, by way of contrast, to

compare a standard French work on the same subject, Saint Victor's "Les Deux Masques." The Frenchman sketches in broad, bold outlines; he assumes no previous knowledge on the part of his readers, he tells them the story of each play discussed, and illustrates it by apt translations; he generalizes, he dogmatizes, and never hesitates about the inner meaning or pauses to discuss a doubtful interpretation. Needless to add that his scholarship is often at fault, and that Prof. Campbell, if he cared to do so, would have no difficulty in adding a chapter on Saint Victor's blunders. But Saint Victor might fairly retort that his is a great picture and Prof. Campbell's a portfolio of sketches and etchings.

On Translating Homer. By MATTHEW ARNOLD. New Edition, with Introduction and Notes, by W. H. D. ROUSE. (3s. 6d. Murray.)

We thank Dr. Rouse for having led us to read yet once again M. Arnold's delightful lectures, and we hope that he will not think us ungrateful if we add that we feel no inclination to re-peruse the Introduction and Notes. Not that these—at least the former—lack interest, but that Dr. Rouse just touches the fringe of a vast subject; that he wanders from the subject in discussing the authorship of the Homeric poems, and in his criticisms lacks the lightness of touch of his author. Much even of the original volume is ephemeral, for instance, all the last lecture in which Matthew Arnold, swearing that he would never reply, replies to F. H. Newman. Worsley's preface is quoted at great length, but Mr. Omond's monograph on "English Hexameters" is not even mentioned. "Not even a Milton could make blank verse go with more speed" is a cryptic saying. Surely, in this connexion, Tennyson's "Experiment" should be noticed. "Scott's metre is essentially trivial, and the grand manner is impossible in it." Are "Il Penseroso," Marvell's "Thoughts in a Garden," Coleridge's "Cristabel" trivial? Dr. Rouse's parting suggestion, that the translator of Homer should have recourse to local dialect, does not seem to us a fruitful one, but we have not space to argue the point.

Elementary Lessons in English. By ARTHUR T. BOTT. (1s. 6d. Longmans.)

The author's object is to teach grammar inductively and at the same time to prepare the way for composition. Then we have interspersed lessons on punctuation, model letters, telegrams, &c. The grammar is very skillfully brought down to the comprehension of small children, and all subtleties, refinements, and exceptions are wisely eschewed. It would be easy to pick holes in some of the definitions, but they may be accepted as provisional. It would have been well to stop short before the last lessons on Ambiguities and the History of Words. The examples are not happily chosen. "He only touched the picture" cannot mean "only he touched the picture"; and "How long will you be?" she asked.—"About 5 feet 7 inches," he replied, is a feeble joke. So there is nothing amiss with some of the sentences set for correction. This, however, is a slight defect in a very sensible primer.

The Educational Ideas of Pestalozzi and Fröbel. By F. H. HAYWARD. Revised and Enlarged Edition. (2s. Ralph, Holland.)

Dr. Hayward has added an extensive *questionnaire*, mainly in the form of short quotations to be commented on, a number of miscellaneous criticisms on Fröbel's doctrine, and added something on the Gifts. When the book reaches a third edition, as we hope it may shortly, we would urge him to revise all the portion on what he calls the "Nature question." He confesses that his views are "fluid." The remark that Wordsworth's stanza, "One impulse from a vernal wood," &c., is nonsensical and pernicious is, to put it mildly, crude. When, on the same page, he hesitates between the claims of Herbart's "Allgemeine Pädagogik," Fröbel's "Menschenziehung," Comenius's "Didactica," and Dr. Stanley Hall's "Adolescence" to be the greatest book ever written, we cannot help suspecting him of poking fun at his readers.

M. Tulli Ciceronis Tusculanarum Disputationum Libri Quinque. Edited by T. W. DOUGAN. Vol. I. (10s. net. Cambridge University Press.)

Belfast, with Prof. Dill and Prof. Dougan both dating from it, will soon be as notable for learning as it has hitherto been notorious for faction fights. The Professor of Latin's effort to redeem the character of the place takes the form of a work that will be generally described as monumental. It is the first part, containing Books I. and II., of what we hope will prove to be a complete edition of the "Tusculan Disputations," although the editor does not say anything about the time when the remainder is to be expected. The labour expended on the book, especially on the constitution of the text, must have been enormous. The editor collated in detail thirty manuscripts and examined test passages in eighty. As to the value of the minutely particular *apparatus criticus* that has come of his researches there can be no doubt. We observe that for the sore passage "carere in morte," &c. (I. 36. 88), he has a drastic remedy, giving "carere in malo" and putting "carere in . . . malum" after "erroris in uerbo" instead of after "facile patiari." The commentary is learned and full; moreover, it has the merit that it sends the student often to the books of Prof. Reid, than

whom no better instructor in the niceties of Ciceronian Latinity could be named. Prof. Dougan's work represents English scholarship worthily. We feel sure that it will receive the welcome that it deserves.

"Dent's Shakespeare for Schools."—*The Life of King Henry V.* Edited, with Notes, Introduction, and Glossary, by W. H. HUDSON. With seven Illustrations and coloured Frontispiece by DORA CURTIS. (7 × 4½ in., pp. xlv, text liv; 1s. 4d. Dent.)

The editor makes his introduction consist of a fairly good life of Shakespeare—fairly good for his purpose—and of an account of the play. Neither of these, however, really introduces the drama: but let that pass. The notes and glossary—both of which are illustrated from contemporary prints—are good and to the point.

A Brief Survey of British History. By C. E. SNOWDEN, M.A. (8½ × 5½ in., pp. xii, 159; 4s. 6d. Methuen.)

The title-page tells us that this brief survey comprises "an analysis and commentary with appendices illustrative of the points of contact between Great Britain, her colonies, and foreign nations." It is, in fact, a reference book for facts and dates from the earliest records down to the year 1904. It began with notes for a class of boys preparing for the Oxford Local; and then, as years went by, it gradually swelled into its present form. It does not pretend to be more than "a guide and companion, complementary and suggestive," and aims at presenting a clear and easily graspable analysis of the course of events. Its ethnical and archaeological notes are particularly good, and its numerous appendices—there are no fewer than twenty-five—deal with British relations with foreign nations, and with information about other points of general interest—such as Archbishops of Canterbury, Charters, Crusades, &c.—not easily obtainable in a handy form. It contains also a glossary of historical terms. It seems to us a good and well constructed book.

(1) *Grimm's Popular Stories.* A Reprint of the First Edition. (2) *Tales from Shakespeare.* By CHARLES and MARY LAMB. (7½ × 5 in., (1) pp. xvii, 403; (2) pp. v, 373; 2s. each. Henry Frowde.)

(1) "Grimm's Tales" consists of a very tasteful reprint of the first edition of the volume containing thirty-one stories and published in 1823; of the continuation of these containing twenty-four stories published in 1826, and of the prefaces of these volumes. It also contains twenty-two of George Cruikshank's illustrations. It forms a very dainty and cheap edition which every one with a taste for Grimm should procure.

(2) The other volume is a reprint of the well known "Tales," with sixteen illustrations selected from the Boydell engravings. It is well printed and well bound.

The Western Wonderland: Half-hours in the Western United States. By HAROLD WELLMAN FAIRBANKS, Ph.D. (7½ × 5½ in., pp. vi, 302, profusely illustrated; 2s. 6d. D. C. Heath & Co.)

Dr. Fairbanks has produced a keenly interesting book about the Western States of America. Under thirty-two headings he has told us of the physical characteristics, climate, history, industries, and inhabitants of the Pacific Slope and other adjacent territories. The illustrations, which are numerous and good, are taken from actual photographs of the places mentioned; and the letterpress consists of simple and well told sketches of the various matters referred to, such as scenery, climate, travels, &c. It is a capital volume of its kind, and will be eagerly used as a reading-book by children of all ages both in the States and at home. One cannot put the book down when one once begins looking into it and studying its pictures. It is a veritable "wonder-land" of which one reads and which its pictures reveal—a land to see and to dream about.

"Bell's Miniature Series of Great Writers."—*Shakespeare.* By ALFRED EWEN. (6 × 4 in., pp. 128; 1s. G. Bell & Sons.)

It seems natural that every series of great English writers must begin with Shakespeare, and so does this. Mr. Alfred Ewen has given us a brief narrative of the chief events of the life of the great Elizabethan. He adds a somewhat fuller mention of each of his plays, and a chapter on his art. In illustration of his art he adds "a few notes on 'Hamlet.'" He writes well and with ample appreciation of his subject.

Dante's Ten Heavens. A Study of the "Paradiso." By EDMUND GARDNER, M.A. Second Edition. (Price 5s. net. Constable.)

Considering the great value of Mr. Gardner's volume on "The Ten Heavens of Dante," it was not surprising that a second edition of his splendid contribution to the literature of the "Paradiso" should be called for. No Englishman has explored the "Divina Commedia" with such truly Italian sympathy as Mr. Gardner, and he is the surest of guides through that amazing realm of mystery and dream opened to us in the "Paradiso" that the student can desire. To the fervour of the enthusiast he unites the precision of a critic and the patience of a scholar, and the result is a summary of the "Paradiso" as illuminating as it is learned. The chapter on "Dante's Letters and Eclogues" is wholly delightful, and ought to go far towards modifying the idea still so obstinately cherished of Dante's embittered old age. It is refreshing, too, to know that Mr. Gardner is a whole-hearted believer in the real Beatrice, and goes so far as to assert of her last appearance in the

"Paradiso" that "allegory has ceased as far as Beatrice is concerned, and the real woman is seen." It is his grasp of the human side of the "Divine Comedy" that makes his criticisms so telling. The book is enriched by an excellent index of names, specially useful to the Italian student.

Punctuation: its Principles and Practice. By T. F. HUSBAND and M. F. A. HUSBAND. (2s. 6d. Routledge.)

Practical manuals of punctuation abound, but this is a new departure in so far as it attempts to trace the history of stops from the earliest inscriptions and manuscripts. Further, it treats modern usage from a broader and more philosophical standpoint than its precursors. It allows, what the grammarians are loth to allow, that stopping is—and must be, to a great extent—a matter of style and idiosyncrasy; and, instead of laying down hard-and-fast rules, suggests rather general guiding principles. The authors' own practice illustrates this thesis. We take at random this last sentence: "Those words ought to be enclosed in a parenthesis, which are not a part of the sentence, and do not depend on any word either preceding, or following: words whose absence causes no loss to the sentence." This seems to us unnecessarily "heavy" stopping, and we should punctuate, with a slight change in the order of words: "Those words which are not a part of the sentence and do not depend on any word either preceding or following—words whose absence causes no loss to the sentence—ought to be enclosed in a parenthesis." The moral we draw is that in general a sentence whose intelligibility depends on correct stopping is a bad sentence. It might well have been noted that in legal documents only full-stops are admitted.

The Essentials of French Grammar. By ALFRED BARRIBALL. (2s. 6d. Ralph, Holland, & Co.)

This is the fifth reprint of a grammar published in 1899, which points to a wide circulation. It is on the old lines of Kerchever Arnold—rules followed by exercises—and some of the sentences for translation are of the Balbus type: "I will point out to you the gentleman whose daughter you love," "The man whose son is master of this school will succeed at all costs." We have still the hopeless attempt to indicate French pronunciation by the English alphabet: "ker-ee-yar, ahn[g]-plwä-yer." It is pleasing to note that the theory of the subjunctive is rightly given.

A School Flora. By W. MARSHALL WATTS. New Edition. (Longmans.)

This "Flora," originally compiled for the use of Giggleswick School, has been enlarged so as to include all common English plants and also rare plants found in the neighbourhood of the great public schools. A single brick may, in this case, serve as a sample of the house: "*Dipsacus pilosus* (51). Small Teasel. 7-9. Stem, 2-4 feet. (721.) Scarcely prickly, leaves oblong, usually with a pair of leaflets on the base, flowers white on globular heads ¾-1 in. diameter, bracts many, shorter than the head deflexed. [T., Tb., C., Cl.]" This, interpreted, means that the plant is numbered 721 in the "London Catalogue," that it grows in 51 out of the 112 counties or vice-counties, that it flowers from July to September, and is found in the neighbourhood of Taunton, Tonbridge, Cheltenham, and Clifton. We have only to add that excellent illustrations elucidating structural points have been added. For the young botanist or collector it is an invaluable guide.

The Essentials of German Grammar. ALVAN EMILE DUERR. (3s. 6d. Ginn.)

This manual has been composed with a view to demonstrating the disciplinary possibilities of German. Rules are simplified as much as possible, and the pupil who disregards the rule will smart for it. This, in our judgment, is, psychologically, an unsound method, however skilfully (as here) it may be applied. Thus in Drill V. the pupil is introduced to the order of a dependent clause, and in Drill VIII. the normal sentence arrangement is given under eleven categories.

Thucydides, Book VI. Edited by A. W. SERRATT. (6s. Cambridge University Press.)

This is a companion volume to the edition of Book III. that appeared, we think, some nine years ago. Since the earlier book is well known, it may be enough for us to state of the present that it is marked by the same care and thoroughness as its predecessor. It is intended for the sixth-form boy or for the University student. But teachers of Greek themselves may gain by consulting it. In particular, the chapter on the "Order of Words in Thucydides" is one that they should not overlook.

A Handbook of Free-Standing Gymnastics for Teachers in Elementary Schools and Kindergartens. By E. ADAIR ROBERTS. (Sherratt & Hughes.)

This manual, which has been adopted by the Ling Association, gives fifty tables of free-standing exercises arranged in progressive order of difficulty. The tables are in three parallel columns—Movement, Command, Comment. Under the last head the point to be attended to and the commonest faults are noted. In Part II. the theory of the exercises is treated. It is a most comprehensive treatise, and the illustrative photographs are excellent.

"Blackie's Little German Classics."—(1) *Die Geschwister von Goethe*. Edited by L. HIRSCH, Ph.D. (6d. Blackie.) (2) *Die Silberdistel von Ernst Muellenbach*. Edited by Miss A. MEYER. (6d. Blackie.)

(1) The complete and charming little drama of Goethe forms a valuable addition to this series. It is to be read as an interesting specimen of German literature, not as a vehicle for instruction in grammar. Dr. Hirsch has admirably annotated it with this object in view. The introduction gives a terse, but not dry, outline of Goethe's life, works, and the characteristics of the play. The text is, as usual, printed in bold type, and the notes, consisting almost entirely of idiomatic translations, afford just the assistance required for reading the play without laborious reference to the dictionary. A careful comparison of the English and German idioms will be very helpful in studying the two languages.

(2) "Die Silberdistel" can be recommended as an interesting story couched in good modern German, and as a reader for fairly advanced students. It has been very carefully edited and annotated. In a few cases, such as the translation of single words—*berühren*, *artig*, *Ueberlieferung*—notes are unnecessary; but, on the other hand, the remarks on the adverbs—*noch*, *wohl*, *erst*, *einmal*, *ja*—are full and instructive, and supported by appropriate examples. Text and notes are, as usual, excellently printed.

"Heath's Modern Language Series."—(1) *Das Gymnasium zu Stolpenburg von Hoffmann*. Edited by VALENTIN BUCHNER.

(2) *Mörike's Mozart auf der Reise nach Prag*. Edited by W. G. HOWARD. (Heath & Co.)

(1) This book contains a short introduction, giving the leading events of Hoffmann's life, with a list of his works, a well printed text, notes, and vocabulary. The first story deals with the "Nibelungen" problem, the second with the courageous but blighted hopes of an old school-master who ends his life in harness in the vain pursuit of his ideal. We cannot avoid the impression that both stories are too difficult for all but the most advanced pupils in our schools. A two years' course would hardly include the book as a reader. The style suggests its use by older students. The notes are very sound, and give all the necessary explanations of the historical and literary allusions in the text. Grammar is but little discussed. The translations, both in the notes and in the vocabulary, are idiomatic and helpful. We have noticed the omission of *vorläufig* and *verwischen* from the vocabulary.

(2) Both the style and matter of Mörike's "best short story" raise it considerably above the level of an ordinary school book. It ought to find ready acceptance with students who are well advanced in the language and like to grapple with the intricacies of long German sentences, of which there are a goodly number. Especially will it find favour with those who are interested in everything connected with Mozart and his operas, even when presented in the form of a *Novelle*. The introduction consists of a full appreciation of Mörike's characteristics as a man and a writer of prose and poetry, and will repay careful study. All the assistance required for understanding the text is given by the excellent notes, which contain some finished translations of the most difficult passages and idiomatic renderings of words and phrases. There is no vocabulary. For "Mörike" read "Mörrike" on the title page.

The Tudor Dynasty. By ARTHUR HASSALL, M.A. Christ Church, Oxford. (Rivingtons.)

This excellent text-book is designed for use in schools where special subjects in English history are being taught. It embodies the latest investigations on the Tudors and their times. The Tudor despotism is shown to be no despotism really, but a wise and strong government suited to the needs of England and the stormy era she was living through. "A sagacious, masterful race, the Tudors were essentially English," and in a few vivid sentences Mr. Hassall gives the characteristics of each of the five sovereigns, and the secret of the great influence exercised over the nation by the two Henries and Elizabeth. Especially valuable is the way in which the national character of the Church of England is brought out. It was not the Church of Luther or Calvin or Rome, but national. It is indeed astonishing how so complete a view of the fifteenth and sixteenth centuries has been compressed within such a small compass. There are some useful notes and illustrations and an admirable diagram "showing the relative position of the great men and movements of the century," together with a synopsis of the principal events from 1485 to 1603. Each reign is followed by some well thought-out questions. No student of this period can afford to dispense with the book.

Robert Browning. By C. H. HERFORD. (2s. 6d. Blackwood.)

This is one of the "English Writers Series," and Prof. Herford explains its scope in the preface. The book "may perhaps be described as an attempt to work out, in the detail of Browning's life and poetry, from a more definitely literary standpoint and without Hegelian prepossessions, a view of his genius not unlike that set forth with so much eloquence and penetration by Prof. Henry Jones"; and this attempt he carries out with much keen and sympathetic insight, disclaiming at the same time any aspiration to say the last word on Browning. He never loses sight of the elusive character of the poet's

mind, and he distinguishes clearly between the earlier and the later Browning. Chapter vii., called "Aftermath," has for its head-line:—"Which Wins—Earth's Poet or the Heavenly Muse?" The quotation is significant, and gives Prof. Herford's view of the difference between the man of "The Ring and the Book" and the man of "Fifine at the Fair." "The publication of 'The Ring and the Book,'" says Prof. Herford, "marks in several ways a turning point in Browning's career. Conceived and planned before the tragic close of his married life, and written during the first desolate years of bereavement, it is, more than any other of his greater poems, pervaded by his wife's spirit, a crowning monument to his 'lyric love.'" But it is also the last upon which her spirit left any notable trace." Henceforth the new Browning lived in the world, and frankly "liked earth's way." Prof. Herford analyzes and criticizes both "The Ring and the Book" and "Fifine at the Fair" at some length, as the masterpieces of Browning's two periods. "Pompilia" he pronounces steeped in the remembrance of the poet's "lyric love." The book is full of interest, and well worth careful study.

The Study of Music as a Means of Education. By EDGAR MILLS, Inspector of Music in Schools for the London University. (Oxford: Blackwell. London: Simpkin, Marshall.)

The contents of this little volume were originally given in the form of addresses in various schools, and Mrs. Bryant, of the North London Collegiate School, who has written a preface, bears testimony to their "inspiring and instructive" effect. The general drift is that it is advantageous to every one to study music, and great authors, from Pythagoras and Plato to Ruskin and George MacDonald, are quoted in support of this theory. It is a sad one for a piano- and violin-ridden nation. Happily Mr. Mills admits on page 14 that the majority of pupils will not make good players, and on page 50 that, if they have no natural feeling for music, "no amount of cutting and polishing will make a jewel; the inward flash is the thing." That is emphatically true. Mr. Mills has much to say on the choice of music, and the usual advice is repeated: "Study Bach and the great masters." But these composers do not appeal to English learners or to their parents. The English were formerly a very musical people; they are so still, if they were allowed to develop on their own lines, instead of having alien music forced on them. Music for each nation should be the expression of the national character. It cannot be cosmopolitan, and it has been the misfortune of English learners that they have been kept to music which does not touch them by teachers, often aliens themselves and full of appreciation and love of the music of their own country, but unable to see that it does not appeal to English learners. "Make Bach your daily bread," said Schumann. That was good advice for Germans, but experience has shown that it is not good for English learners. But, grant that every one is to learn music and to feed on Bach, there is much wise and kindly advice in Mr. Mills's book.

The Glory of London. By G. E. MITTON. (A. & C. Black.)

This useful book is issued as one of the "Council History Readers," and, claiming that distinction, it has one or two defects which might easily have been remedied or avoided. The account of the Roman roads is poor. Watling Street is not even mentioned, for, though in the last chapter the Roman roads are spoken of in connexion with the Edgware Road, the name of this famous highway is not given. Of course, everything cannot be included in a book that must be cheap, but the account of the great Watling Street is of more interest than that of a fight between an Englishman and a Scotsman on London Bridge. This history of old London Bridge is excellent, nevertheless, and so is the chapter "From the Top of an Omnibus." Then a few more maps and plans of London would be an advantage. The book is well printed, and the illustrations are suitable. We may mention that Ethelred, "who was nicknamed [*sic*] the Unready," did not get this name "because he was never ready to fight," but because he would not take counsel or advice—*rede* meaning "advice" or "counsel." If this term is explained, it is a pity not to explain it correctly.

An English Church History for Children, A.D. 507-1066. By MARY E. SHIPLEY. (Methuen.)

This book has a value quite apart from its avowed aim, which is to give a knowledge of early Church history to English children. All who wish to realize the point of view from which ardent Churchmen and Churchwomen of a certain school contemplate the religious question as it concerns education and their attitude towards some of the burning topics of the day should read it. We say Churchmen advisedly, because the Bishop of Gibraltar has written the preface and presumably associates himself with the opinions expressed and the tone given to the book by the writer. These are best shown by two quotations:—"When any one wonders why Church people should think so much of the Church, and place it first, above the State, it is well to remember that, long before the Seven Kingdoms of England were united and the State firmly settled, the Church of England had been established when Theodore was Archbishop, more than a century earlier." "Church people will sympathize with this passionate love for the beautiful and stately Church of England, but do the Bishop and Miss Shipley really wish children to understand that the Church is above the State in this country? Again: 'Yes, obedience is of the utmost importance."

There can be no rule or order without it. Instant obedience, unquestioning obedience." At the same time the fact is strongly insisted on that the Pope has "no jurisdiction in this realm of England." The book is carefully compiled, but too crowded with facts, and the tendency to sermonize will certainly repel all healthily minded children. It shows great refinement and strong religious feeling throughout. The contest between St. Augustine and the Early British Church is impartially treated, but Odo and St. Dunstan are too leniently dealt with—the former as regards Edwy and Elgiva, the latter in his dealings with the secular clergy.

Le Malade Imaginaire. By E. W. OLMSTED, Ph.D. (2s. 6d. Ginn.)

A very thorough and scholarly edition of this popular comedy. Prof. Olmsted has evidently gone to good authorities for his information, and has drawn from them for the introduction a detailed narrative of the studies and inauguration of a seventeenth-century doctor, thereby explaining and justifying Molière's repeated and bitter attacks on the profession. The notes, which "have been placed at the bottom of the pages," show the same care and accurate knowledge. The editor wisely avoids much translation, substituting for it paraphrases in modern French or definitions culled from Littré: but he is once or twice guilty of making the former more complicated than the sentences they are intended to explain. The edition is not one we can recommend for school use, though prepared with a view to this as well as higher work, for it tends too much to the saving of labour and thought for the pupil. A teacher can never be sure that his form are independent of notes that are always under their eyes, and when to these is added a complete vocabulary there seems no scope left for individual effort. Moreover, the school-boy or girl who is capable of reading Molière ought to be beyond the stage when a vocabulary is needed.

The Golden Reciter. With an Introduction by CAIRNS JAMES. (3s. 6d. Seeley.)

The editor, as he tells us in the Preface, has attempted to break new ground, and to quote only from the names on the title page—Thomas Hardy, Anthony Hope, Richard Jefferies, A. W. Pinero—he has succeeded. He has been fortunate in overcoming difficulties of copyright and collected specimens from what has hitherto been forbidden territory. As the work is certain to be popular and pass into a second edition, we will make one or two suggestions. Many of the extracts from novels lose half their point for want of an introductory paragraph explaining the situation and giving the *mise en scène*. Short lyrics are rarely adapted for recitation, and a number of them might well be eliminated. The same is true of parodies, which must be very good to be tolerable, a condition that the Tennyson and Wordsworth parodies hardly satisfy. A few pieces, such as "Only a Pin," "That was All"—some half dozen in all—should be cut out on the score of vulgarity.

"Philips' Comparative Series of Large Schoolroom Maps."—*The World*. Size 80 × 63 in. (Price 18s.)

This handsome map has been constructed on the Homalographic Projection, which combines equivalent areas and true relative positions. The World is shown as an ellipse, with the Equator for its major axis. The remaining space has been utilized for inset maps of the World in hemispheres and on Mercator's Projection. The map likewise is a happy combination of political and physical features, the names being in large print and not overcrowded, and elevations being shown by varied tints. We know no better map for elementary schools and the junior divisions of secondary schools.

Deutsche Sagen. Edited by MARGUERITE NINET. (1s. 6d. Horace Marshall & Son.)

This collection of four *Sagen*, only one of which, "Rübezahl," has, we believe, been edited as a school book, should prove very useful and interesting as a fairly advanced reader, and a fund of material for German conversation. It is not explained why it has been printed in Roman type, the use of which we hold to be hardly ever advisable. The book is illustrated with woodcuts, without notes, and supplied with a vocabulary that seems to be complete. We have noticed a misprint on page 68, line 28, *herbeschieden* for *herbeigeschieden*. On the whole it is a book to be recommended.

Practical Spanish Grammar. By HILLS and FORD. (Heath.)

A very useful grammar of two hundred and forty-two pages, with thirty-four exercises. The work displays much thought and attention to detail not often found in a grammar of this size. The rules are clearly stated, the sentences chosen to exemplify them carefully selected, and the idiomatic phrases aptly rendered. The verb is, of course, dealt with in the body of the book; but, in addition to this, there is a full treatment of it (covering some fifty-eight pages) at the end. There are vocabularies and a carefully prepared, detailed index.

Elementary Experimental Science. By W. M. HELLER and E. G. INGOLD. (2s. 6d. net. Blackie.)

The second title of this book, "An Introduction to the Study of Scientific Method," is a fairly good description of its aim, but it may be well to mention that the subject matter is entirely physical. About 140 experiments are described, covering the familiar ground of measurements of length, area, volume, mass, problems depending upon the principle of Archimedes, atmospheric pressure, thermometers, and

expansion, and representing the first year's science work in British and Irish training colleges, in secondary schools under the English Board and Scottish Education Department, and in schools under the Irish Intermediate Board and the Welsh Education Authorities. The work is evidently intended to be a guide for teachers rather than a text-book for young scholars, many useful hints being given concerning the best methods of presenting the problems to a class. All experienced teachers of practical physics know the many difficulties peculiar to their subject, and that nothing but experience combined with a certain natural aptitude can make their work really successful. We are satisfied that a man who finds himself under the necessity of taking charge of such classes for the first time will not only save himself much trouble and disappointment, but will also train his pupils much more efficiently, if he previously masters the contents of this little volume.

A School Geography. By CHARLES BIRD, B.A., F.G.S. Second Edition, Revised. (Whittaker & Co.)

This is a geography of the modern type, dealing less in tables and lists of names than in general views of the World's conformation, with glances at history, geology, meteorology, and other considerations. It is well planned and, on the whole, carefully carried out; but several holes could be picked in the mass of information here packed together. An edition revised in 1905 is not bound to forecast the now accomplished changes in the North-West Territories of Canada, but should certainly have invested Mt. MacKinley in Alaska with the crown for which it was measured two or three years ago. The author is not up to date in giving Hawaii as a recent republic, "largely under the influence of the United States." He should know that Gondar cannot now be styled the capital of Abyssinia, and he omits Harrar while mentioning less important towns. He leaves the Royal Niger Company in possession of a new Crown colony, whose beneficent advance into the Soudan goes unnoticed. Ships have no longer, as he states, to unload ten miles from the shore of Buenos Ayres; and, while treating the half-empty official city of La Plata as a good port, he says nothing of that most thriving one Bahia Blanca. On the other hand, he reaches somewhat ahead of his date in laying down a completed railway across the Andes from Buenos Ayres to Valparaiso. And, when he pries into the past, is it not more dogmatic than didactic to call Watling Island "undoubtedly" the first land sighted by Columbus?

The Poetical Works of Percy Bysshe Shelley. Edited, with Textual Notes, by THOMAS HUTCHINSON. (Cloth, 3s. 6d.; on Oxford India paper, 5s. H. Frowde.)

To have the complete poetical works of Shelley in a single crown octavo volume of reasonable size, and at a reasonable price, is a luxury that all lovers of Shelley, and they are many, will appreciate. Print, format, and binding leave nothing to desire, save that perhaps the upper margin is somewhat skimpy. As to the readings, Mr. Buxton Forman has left little for subsequent editors to glean. Mr. Hutchinson has taken the *editio princeps* as his basis, subjoining rejected readings in footnotes. Early poems first printed in Prof. Dowden's "Life" have been included, and in this particular the Oxford edition is even more complete than Mr. Forman's. Shelley punctuated with a pepper pot (so Mr. Shilleto used to accuse his pupils of putting in their Greek accents), and here an editor must needs correct; but we see no necessity for emending Shelley's spelling, which, eccentric as it was, cannot confuse the reader.

The Sunday School Hymnary: Words and Music. Edited by CAREY BONNER. (Paper, 2s. 6d.; limp cloth, 3s.; cloth boards, 4s. Sunday School Union.)

The most noteworthy feature of this hymn-book for Sunday-school scholars is the variety. We have hymns not only for all seasons, but for different ages. Many new authors have been enlisted, some whose names are new to us, others well known in other lines of literature, but not to be found generally in collections of hymns—such as Canon Beeching, Christina Rossetti, Rudyard Kipling, Marie Corelli, and Annie Matheson. We are still more grateful for the omissions. Those effusions of sickly sentimentalism which we were forced to sing as children, and which our soul abhorred, have been ruthlessly expunged. We only wish that the expurgation had been more thorough. Some of the new tunes, especially those by the editor, are admirable.

Les Femmes Savantes. Edited by G. H. CLARKE. (10d. Blackie.)

By far the greatest merit of this new edition of a much edited play lies in the extremely able introduction. In it Mr. Clarke has given us not only an account of the origin, plot, and characters of the comedy, but has added much to the interest of the whole by a full description of the theatre and stage at the time of Molière, down to the costumes worn by the actors and the properties required for the performances. This is illustrated by a plan of Molière's theatre, reprinted by permission of Dr. H. Trütsche. The notes are sufficiently full, while leaving the student some difficulties of antiquated or poetical style to think out for himself. They are especially useful on questions of historical grammar, pronunciation (by the aid of phonetic symbols), and metre, to which last Mr. Clarke has also devoted a section of the introduction. We have noticed only two misprints—the omission of the first words of line 1445 in the text and the substitution of 1456 for

1446 in the corresponding reference in the notes. The volume, like all Messrs. Blackie's modern language publications, is attractively bound and of a very convenient size.

"Siepmann's French Series: Elementary."—*Monsieur Pinson*. Edited by OTTO SIEPMANN. (2s. Macmillan.)

Mr. Siepmann's French Series is too well known to need much comment. The present book, for which the general editor has made himself responsible, shows all the care and scholarship we are accustomed to associate with Mr. Siepmann's name, the notes being admirable both in substance and form. We should be inclined, however, to question the choice of "*Monsieur Pinson*" for an elementary reader on the ground of its somewhat technical vocabulary, though we notice that not much stress is laid on the nautical terms in the "Words and Phrases" drill. The story is one likely to interest children, and has been skilfully abridged from the original work.

Notes on Volumetric Analysis. By J. B. RUSSELL and A. H. BELL. (2s. Murray.)

A certain amount of practice in simple volumetric exercises forms a very desirable part of a course in practical chemistry for elementary students, not only as a means of inculcating careful manipulation, but also on account of the reality which it imparts to the quantitative aspect of chemical changes. This little volume contains a very good selection of exercises in acidimetry and alkalimetry and in the use of permanganate, bichromate, iodine, and silver. We think that some account of the preparation of indicator solutions and of the method of verifying the graduations of pipettes and burettes would form a useful addition. The directions are simply and clearly written, and the book can be strongly recommended for school work.

A German Drill Book. By F. K. BALL. (2s. Heath.)

The typography and get-up of this book are attractive, and a closer examination confirms the first favourable impression. The classification is good, and much important matter—word formation, the uses of prepositions, idioms—is included that does not generally find its way into school manuals. "Materials for sight translation" are excellently chosen, simple without being childish, and carefully graduated. Few English teachers, however, will be inclined to use the book as is recommended by the author in his preface. Dr. Ball starts with inflexions of nouns and adjectives, goes on to sentences from English into German, and only in the second term begins to tackle the Reader. A more excellent way would be for the first term to have no book whatsoever and then plunge at once into "*Ein armer Mann wohnte in einer Hütte*." We have noted a few mistakes. *Vormund* has no connexion with *Mund*, "month." *Lid* = *Augenlid* is quite obsolete. *Prinz* is not necessarily the son of a sovereign. "*Er will wohl reich sein*" does not mean "I am sure he will be rich." "The concert is out" is not English.

A Note-book of French Literature. Vol. II. Nineteenth Century.

By PHILIP A. YORK. (4s. 6d. net. Blackie.)

The great merit of this book lies in the citations à l'appui. The reader can to some extent check the author's literary judgments. "To some extent," we say, for the passages are not always chosen with judgment. For instance, "Tennyson" shows Taine at his weakest, and the two poems of Gautier are by no means the most exquisite of his cameos. Again, no one would glean from Mr. York's account of Bourget—"no modern novels surpass his in human interest"—that he has become virtually a Jesuit pamphleteer. The English is sometimes slipshod—"The years 1848-1870 were spent happily at the Château de Nohant again, surrounded by her children, receiving her many friends, &c." Prefixed to the volume is a useful chronological chart, showing how the various authors overlap.

A Class Book of Arithmetic. By CHARLES DAVISON, Sc.D. (3s. ; without Answers, 2s. 6d. Longmans.)

This arithmetic bears every mark of a practical teacher of large experience, and its merit lies no less in what it omits than in what it includes. Thus commercial arithmetic in its true technical aspects is wholly admitted ; so is the cube root except by factorization. On the other hand, contracted methods are fully explained and illustrated, and the problems at the end of the book (not, as is usual, under particular rules) are numerous, vivid, and not too difficult. Another good feature is the plentiful provision for *viva voce* work. For the lower forms of a secondary school it is the most serviceable arithmetic that we know.

Pannell's Reference Book for Home and Office. (6s. net. The Granville Press.)

This goodly volume of nearly a thousand double-columned pages is well printed and well bound. It is a marvel to us how it can be produced for the price. The reviewer must begin *per enumerationem simplicem*. The sections are:—1. An English Dictionary, giving words about which there is any difficulty. 2. Aids to the Study of English, noting in particular vulgar errors. 3. A Dictionary of General Information. 4. A Medical Dictionary for Family use. 5. A Guide to Education and the Profession. 6. A Social Guide—hints on etiquette and social duties. 7. The World and the Empire, topographical and statistical. 8. A Legal Guide, with a special section on Local Government. 9. A Commercial Guide. There are, besides, a full table of

contents and copious indexes. We cannot all afford "*The Encyclopedia Britannica*" and "*The Century Dictionary*," even at *Times* prices. The next best thing is to possess this *multum in parvo*. We have tested it in various ways, and the hits have been the rule, the misses the exception.

Beaumarchais' Le Barbier de Seville. Edited by W. G. HARTOG. (8d. Blackie.)

A compact edition of Beaumarchais' delightful comedy, very suitable for reading with high forms. The notes deal with the few real difficulties, and the introductions are sufficient to awaken an interest in the author and lead to a due appreciation of his style. If "*La Précaution inutile*" be the sub-title (see note page 7, line 4), should it not have appeared as such upon the title-page?

Messrs. E. J. Arnold, of Leeds, send us *The A. L. Nature Study Observations*. (2s. net.)—These are large blank sheets hung on a roller which can be displayed in class-rooms, on which may be recorded the observations of pupils. Thus, to quote a sample entry: "10 Feb.—Snipe seen feeding.—Jim Slade.—Lonely place near Blatchbridge river."

Messrs. Littlebury send us specimens of their *Weekly French Examiner*. There are three grades, each containing translation, grammar questions, and composition, with solutions on a separate sheet. They seem to us to afford a very fair test. It is possible to pick holes. *Capri* is hardly a "country," and *caleçon* is not "trousers"; nor is *midi* "a noun adjectival or adverbial."

Messrs. Cassell are publishing, uniform with "Wild Flowers Sheets," *Wild Birds Sheets*. The selection has been made by Mr. R. Kearton, and the birds have been drawn in their natural haunts by Mr. Thornburn and other distinguished artists. Eight birds go to a sheet, which, besides its direct educational value, forms a pretty wall decoration. The price (mounted) is 1s. 6d.

From the Educational Supply Association we have received a new series of *Historical Cartoons*. The first set consists of St. Augustine preaching the Gospel, King Alfred in Danish Camp, Battle of Hastings, Signing of Magna Charta, Simon de Montfort and Henry III., John Wyclif and his Poor Preachers, and the Death of Nelson. The drawing is excellent, and we cannot tell why the artist should prefer to be anonymous. Historical accuracy has likewise been carefully observed. For our own part we vastly prefer these quiet prints in sepia tones to the gaudy colours which seem to be the fashion. The price for each print, framed and glazed in stained oak, is 8s. net ; for six in one frame, 24s. net.

A SCHOOL SONG.

LIfe is a school, they say—
Labour and love and strife—
Life's a school, they say ;
Ours is full of life :
A task for every day,
A glorious game to play,
And battles to win by the way—
Love and labour and strife !

Let the work be our best,
Come, let us all play fair,
Work and play our best,
Daily do and dare—
In ceaseless, noble quest
Of help for the oppressed,
All loyal to our lion-crest,
Dauntless, faithful, and fair !

Heirs of a splendid past,
Stalwart and brave and strong,
Childish loitering past,
Steadfast, march along,
Not slothful, nor too fast,
Nor boastful, nor downcast,
The foremost in step with the last,
Steadfast, patient, and strong !

All in our armour bright,
All serving Love, our King,
Each a Red Cross knight
Sworn to serve his King ;
All sworn to fight the Fight,
All mighty through His might,
To conquer or die for the Right,—
Live and die for our King !

A. M.

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TITLE-PAGE AND INDEX TO VOL. XXVII. (NEW SERIES),
JANUARY TO DECEMBER, 1905.

OCCASIONAL NOTES

IT would be unreasonable to expect a great party leader addressing a party caucus to descend to particulars, and we are grateful to Mr. Balfour for reminding his followers at Newcastle that tariff reform and redistribution were not the only questions which electors and the new Parliament would have to discuss. But in his brief reference to education he dwelt only on the achievements of the past and challenged his opponents to attack, if they dared, the national system of education that he had called into being. We have, as our readers know, given the Government full credit for the great Act of 1902, but when Mr. Balfour asserts that there is no rival system in the field, and implies that it is in all essentials perfect and has solved all our difficulties, we are forced to conclude that he still lives in a fool's paradise where there are no newspapers. No rival system? Dr. Macnamara takes as his motto in the *Schoolmaster*:

Could thou and I with fate conspire
To grasp this sorry Scheme of Things entire
Would we not shatter it to bits?

Universal satisfaction? The whole Principality in revolt; Scotland indignant at its hung-up Bill; in England, Passive Resisters and East Ham, and Miss Bathurst. Are not a national University in Ireland and the registration and training of teachers burning questions on which we might fairly have looked for some guidance from the Prime Minister? Mr. Balfour prefers to play the part of Dr. Pangloss, and assure his followers that whatever is best administered is best, and that he is their administrator.

THE Annual Report of the Northern Counties Education League indicates a year of activity. The League calls for the complete popular control of education, and

The Northern
Counties
Education League.

insists "that, while the State school should give moral and citizen training, it should leave to the Churches, the parents, and the Sunday schools the inculcation of religious, Church, and sectarian doctrines." The executive is convinced that only on these lines will the nation arrive at its true educational goal, and achieve at once "efficiency, unity, liberty, and peace." The report continues with a statement that the Committee had co-operated in every possible way with those citizens who had felt compelled to assume the attitude of passive resisters. At the general meeting resolutions were passed in favour of an immediate repeal of the obnoxious clauses in the Acts; of the establishment of *ad hoc* Authorities; and the abolition of all religious tests. We have much sympathy with these demands (except the one for *ad hoc* Committees), but we could press them with more fervour if we believed, as the League appears to believe, that they would result in unity and peace. To the cleric they will spell confiscation, and even in a Radical Parliament the cleric has to be reckoned with.

THE discussion in the *Schoolmaster* on the amendments of the Education Acts has brought the following results. It has been agreed "that by far the greater portion of the cost of national education should be borne by the Imperial Exchequer." So far as elementary education is concerned, this is already the case. It remains for the secondary schools to be treated in the same generous way. We agree with the first demand. The second is: "that the margin to be borne by the ratepayer should be the proceeds of a local rate equalized in its incidence as far as may be." This point we consider of the utmost importance, and we would like to omit the qualifying phrase, "so far as may be." It ought not to be impossible for our legislators to devise some scheme by which the necessary education rate should be equalized, leaving the locality free to raise more for luxuries, if it will. Only by such a scheme can the existing hardship in West Ham be removed. The third conclusion is that "the training of teachers should be a national charge." Here most of our readers will probably join issue. We are not prepared to say that teachers should be a department of the Civil Service. But we are approaching this condition. When a large proportion of the cost of training is borne by the State, when the State guarantees a pension, it is no great step forward to put teachers in the public elementary schools in the position of Civil servants. The principle, once established, will spread upwards.

THE discussion as to the machinery of local government has not produced so definite a result; but it has been decided that London should either revert to the *ad hoc* principle or else that a third member should be elected for each of the fifty-eight constituencies. It is quite clear that the London County Council does not, in full session, deal adequately with educational affairs. It has yet to be proved that the committees and the permanent officials are unable to do so. Any really important matter can be forced upon the notice of the full Council, just as can be done in the House of Commons. It seems to us that education ought to be the function of the Local Authority elected for all purposes. It is a mistake to take one department of national life and to separate it from the general current of local affairs. With regard to the counties other than London, the *Schoolmaster's* discussion gets no farther than suggestions that some of the larger areas should be divided, that membership of the County Councils should be in-

creased, and that travelling expenses should be paid. It is safe, therefore, to conclude that most of those who have joined in the discussion are fairly satisfied with the administration of the Act. This is our opinion also. As regards machinery, it is far better to endeavour to perfect the administration under the Act than to amend that Act.

FROM the same source we have these suggestions for a compromise on the subject of voluntary schools: (1) the dual system to be abrogated; (2) the non-provided school to be leased to the Authority at a fair rental; (3) all public elementary-school teachers to be the servants of the Authority; (4) all the managers of the leased schools to be the nominees of the Authority. These proposals look excellent on paper. The drawback, in our opinion, is that neither the Church of England nor the Roman Catholics will accept them. Consequently, if a Liberal Government attempted to enforce them, we should have all the passive resistance difficulty over again from another point of view. It is true that the school at Pontnewydd has been leased in this manner, and it is very likely that a final solution may be found on these lines if it is allowed to come gradually, and not forced from above. In such cases the rent paid should not be more than is necessary to maintain the building in repair. That will obviate any charge of misusing the ratepayers' money. Given the abolition of the dual system, and we sweep away at once all religious tests and extraneous tasks. As the Act stands, all necessary changes can be made without formal amendment; but a Liberal Government will be bound to try some tinkering.

SPEAKING at Swansea on November 6, the Archbishop of Canterbury quoted Mr. Asquith as a supporter of denominational schools. "The principle of popular control ought not to be carried to the length of subverting the denominational authority of the schools. In order that the tenets of any religious faith may be taught in good faith, with enthusiasm and zeal, it is not unnatural that the managers of those schools should claim to have a preponderating voice in the choice of teachers." Mr. Asquith replies that the speech from which these words were cited was made in 1897, and that the Act of 1902 had fundamentally altered the whole situation. "The Church of England had not then taken the momentous step against which they were warned by Archbishop Temple of quartering their schools on the rates. In my opinion, now that all schools and teachers are to be maintained exclusively at the public expense, it is as impossible to enforce in this, or in any other branch of the public service, anything in the nature of a denominational or religious test. The Church has made its own bed, and must lie on it."

DR. HORTON, in a recent book on "The Child and Religion," laid down that "no wise teacher in any secular department of education attempts to train a child by stocking his memory with meaningless formulæ." Most would accept the proposition as axiomatic; not so the *School Guardian*. Is, then, it asks as a "reductio ad absurdum," the multiplication table not to be learned? Certainly not, we answer, till it is understood. As to the efficacy of meaningless formulæ in the religious teaching of infants, what stronger evidence can we require than "the story of the Hindoo on first sight of the Athanasian Creed, that, if he had been shown it sooner, he would have had less

difficulty in becoming a Christian"? It is only fair to our contemporary to state that the leading article in which these extravagances appear is headed "communicated."

DR. REINHARDT, who has been deputed by the Prussian Ministry of Education to make arrangements in this country for "assistance," i.e., an interchange of modern language teachers, delivered an address in the University of Edinburgh on October 28 on the Frankfort system. We need not remind our readers that this system is based on the pedagogical induction that the youthful mind is more receptive of modern ideas and culture than of ancient, and that, therefore, the living languages are the natural avenue to the dead. He gave as his experience of the "reform" *Gymnasium* that pupils who have devoted the first three years to a modern language (French or English), if they proceed to the classical side, learn Latin and Greek in half the time that it took boys in the unreformed *Gymnasium*. How long shall we have to wait for a "reform" public school in England, with entrance scholarships awarded for English or French?

LORD CURZON'S recent speech to the assembled Directors of Public Instruction at Simla must have given considerable satisfaction to educational officers and others interested in the cause of education in Bengal. In this speech he clearly and definitely expressed his adherence to the principle that educational administration and organization were no longer matters to be entrusted to amateurs; and it may therefore not unreasonably be concluded that he has declined to sanction the proposal of the Lieutenant-Governor of Bengal to appoint a civilian without educational experience, or even a University degree, to the Directorship of Public Instruction in that province. The proposal referred to has already been the subject of several questions in the House of Commons, and, in view of the reluctance of the Secretary of State to interfere with the local Government, this decision of the Indian Viceroy will be received with general approval. We are not fully informed of all the circumstances of the case, but, on the facts before us, it is impossible to understand how, apart from the manifest injustice to the Educational Service, a proposal to entrust the supreme control of the educational interests of a great province like Bengal to a Director of Public Instruction unable to advise the Government on any educational question whatever could ever have been entertained for a moment.

WE are rather weary of the constant repetition of the advantages that are said to be inherent in secondary education as opposed to primary. In this connexion the speaker generally understands primary education to be that given in the public elementary schools. Confusion of thought is bound to be involved in confusion in the use of terms. The only existing difference between the education given in public elementary schools and that given in secondary schools is based on social distinctions. The rich get a better article because they can afford to pay for it: the rich man's son can get more from education because he has been brought up in a more or less "cultured" atmosphere. Most people do not seem to have advanced beyond the stage of looking upon elementary education as something cheap that is grudgingly given to the poor man's child, who does not deserve anything better. The more modern, and, as we think, the sounder, point of view is to consider that in the

interest of the nation every child should have the best education from which he is capable of getting profit. As things are, we cannot give the under-sized, under-nourished slum child the same advantages that are given to his more favoured fellow in the comfortable middle classes. This fact, however, does not indicate a permanent and essential difference between the two types of schools. If secondary teachers have a secret which increases the value of their teaching, they ought in fairness to the race to share it with their elementary brethren.

IN support of what we have said above, and of what we have endeavoured to indicate in former issues, we are glad to give prominence to a statement made recently by

**Prof. Sadler's
View.**

Prof. Sadler (we quote from the newspaper reports). He said: "All school education should be regarded from the national point of view, and there should be a common education in aims, curriculum, and spirit up to the age of fifteen for the whole nation." This is what we want to make clear: there is something good in secondary education, something in our best secondary schools that we believe to be the very best. This something—call it tone, or what you like—is at present very largely the prerogative of secondary schools. But it is not a possession to be guarded jealously as the exclusive privilege of the upper and middle classes. It is something to be valued and to be generously shared so far as Government codes and the home life of the children make possible. School education is only one of many influences acting on the development of the child; but, the better the school education, the healthier the life of the nation. For many reasons the education given in the best secondary school is better than that given in the best public elementary schools; but the causes of this lie outside the school.

A SPECIAL Committee of the Association of Assistant Masters has issued a useful report on the subject of an ideal curriculum in modern languages. The first of ten

**Language
Teaching.**

general principles, with which the report opens, is at the same time a partial explanation of the want of success that has sometimes met the efforts of teachers of modern languages. It is to the effect that a good grounding in the mother tongue should precede and accompany the teaching of foreign languages. Many schools have, no doubt, made improvements in this respect; but in the past it has been true that much of the foreign language teacher's work consisted in training the pupils in the use and understanding of their own language. This may explain why teachers made so much use of translation, both oral and written; and it throws light on the comparative failure of foreigners to teach beginners successfully. Two other of the general principles deserve hearty endorsement. They are: that pupils should not be introduced into the class after the year's course has begun; and that a teacher should not attempt to do more than twenty hours' teaching and four hours' correction during a week. One useful hint we may refer to: the same picture is rarely suitable for more than one language. But the whole report ought to be studied by modern language teachers.

THE appeal issued some time ago by Lord Rosebery, as Chancellor of the University of London, in behalf of the Bedford College for Women has not yet met with the success that it needs. Ultimately, a very large sum will be necessary; for the moment, it is urgent to acquire £50,000 before the end of the year, to secure a site that is now available. Of this sum only £20,000 has been promised.

**Bedford
College.**

In furtherance of the scheme, a drawing-room meeting was recently held at the house of Mrs. Augustus D. Waller, at which speeches were made by Mrs. Russell and Prof. Sadler. So many appeals of one kind and another are before the public now that there is little wonder if some languish. But it is inconceivable that the Bedford College can be allowed to close its doors and put an end to the useful work it is doing. There is no lack of money if the right people can be approached and can be persuaded of the worth of the cause. In the past, as well as in the present, the education of boys and men owes a very deep debt of gratitude to the benefactor who has given his money for the public good. It is quite time that women had their share of these advantages.

THE will of the late Mr. Eyton Williams, of Chester, provides two handsome bequests for the furtherance of education. The University of Wales is to have £10,000

**Generous
Donation to the
University of
Wales.**

and the University College of Bangor £10,000. There are conditions attached to the gift that recall the pious founder of earlier centuries. The Bangor benefaction is to be given to scholars who will declare their belief in the existence of "a Supreme Being, the Almighty and All-wise and All-merciful God, Creator of Heaven and Earth and all things therein, Supreme Ruler and Governor of the universe," and, further, shall declare belief in "the tenets and belief of the Protestant Church." As Bangor College is entirely undenominational, and contains a clause in the charter declaring that no professor or student shall be called upon to make a declaration of his religious beliefs and that no gift having a theological purpose shall be accepted, it seems that Bangor will have to refuse the tempting plum. In the case of the other gift to the University of Wales, the charter is not quite so explicit; but it is doubtful if the £10,000 can be accepted. The lawyers, with a little good will, can, we hope, get over the difficulty. It would seem that all that is needed is to invest the money in the hands of trustees who are not the governing body of either College or University. The fund thus formed would be analogous to the Rhodes Trust and could be administered according to the wishes of the benefactor.

A CORRESPONDENT writes from Paris to the *Times* to point out that the School of Pedagogy has become an established fact. The scheme is the outcome of some

**Training
of Secondary
Teachers
in France.**

resolutions adopted in 1902, when the reform of secondary education was under consideration. The details have been more recently worked out by a Commission of the Council of the University, under the presidency of M. Liard, the Rector. The course is to cover two years. In the first the study will be theoretical, and in the second practical. The University has already arranged for some lectures, and more courses will be announced later. From the year 1907 all candidates for masterhips at the *lycées* and *collèges* will be required to possess the University diploma in Pedagogy. When once the authorities in France are convinced of the need of a reform it can be carried out expeditiously and universally. In England there are so many authorities and individuals that have to be convinced before anything is done that we are, perhaps, slower than our neighbours in initiating reforms. Certainly the training of secondary teachers is a movement that advances but slowly.

AN after-dinner speech is bound to be paradoxical, and Mr. Edward Lyttelton, in answering the toast of his health at the dinner given him by the Authors' Club, said:

**Mr. Lyttelton
on Lecturing.**

fied this first condition. But to bear reporting it must also have a kernel of truth inside the husk of badinage, and this—by reason, doubtless, of the proverbial dullness of schoolmasters—we have been unable to discover. "I have gained nothing from any lecture I have ever heard except an increased power of forgetting; the only person who would appear to derive benefit is the lecturer." If this be Mr. Lyttelton's genuine conviction, he surely was bound on ethical principles to have abandoned lecturing, and preaching, which is only a particular form of lecturing. On his own showing, the crowds who have listened to him as he discoursed to them from the platform or the pulpit were wasting their time, except as stepping stones to help Mr. Lyttelton to rise to higher things. On philanthropic principles, we should advise Mr. Lyttelton to purchase one of Mrs. Frazer's phonographs.

AT the last Council Meeting of the College of Preceptors the federation scheme received its *coup de grâce*. As we anticipated before the summer vacation, the Preceptors, in view of Mr. Haldane's opinion, declined to apply for a new or amending charter, and, rejecting Canon Bell's motion, passed a resolution proposed by the Dean in favour of a Standing Committee composed of representatives of the proposed constituent bodies. There is a wide and useful sphere of activities already marked out for such a Committee, and none of the obstacles to its formation which have wrecked the more ambitious scheme. Secondary teachers have problems of their own to solve, and it is well that they should take counsel together and be able to express their united opinion, when they have one. The Committee, moreover, will not present the aggressive and militant aspect of a Federated College.

LOCAL AUTHORITIES.

Kent. THE second Annual Report of the Kent Education Committee is a bulky volume of 498 pages, without index or table of contents. 440 pages are devoted to the public elementary schools, each school being set out in full, with details of accommodation, names of managers, names and salaries of staff, and the Inspector's report. Another section of 26 pages gives the full details of the income and expenditure, and the gross cost per head, for all the public elementary schools. All this is arranged in a clear and useful manner for the information of the councillor and the ratepayer. The gross cost per head is conveniently arranged in columns denoting the number of children in attendance; thus, in a school with an average attendance of eight the cost per head is as high as £10. 1s. 10d., and in a school with 358 scholars the average cost is so low as £2. 1s. 4d. But when we seek for information as to the action of the Committee with regard to secondary schools we are puzzled. The Report proper consists of 16 pages, one page of which deals with higher education other than pupil-teacher centres. We find a list of eight secondary schools that have been opened during the year, the names of the schools merely being given. We can find no information as to secondary education in the county, no details of the existing schools, no mention of the Wye College. Even in the statement of accounts no special mention is made of the latter. Yet it is well known that the Education Committee is not neglecting secondary schools. Perhaps we shall have a supplementary report dealing with Sister Cinderella.

As the Annual Report seems to do insufficient justice to the secondary education in Kent, we are glad to be able to supplement our knowledge from the most recent report of the Education Committee which has just reached us. There we find full proof of the Committee's activities. The grants given to secondary schools amount to £1,150. A new school for boys at Bromley is proposed, and one for girls at Folkestone. Twenty-one Local Committees have been formed to deal with higher education. Temporary arrangements have been made for

the forty-six students at the Goldsmiths' College, pending the provision of hostels. Full information is given as to scholarships, including the reports of examiners. A report is published from the Principal of the Wye College, from which we learn that "The reputation of the College as an advisory centre in all branches of agriculture and horticulture is well maintained." And further: "The College is now the largest and best equipped, and has the greatest number of students attending its courses of any in the kingdom."

THE Education Committee of Birmingham has been able to make arrangements with the governors of the King Edward Schools, by which the pupil-teachers shall receive two terms' education in their first year and one in their second at the High School. The fact that the Head Master of the High School, Mr. Cary Gilson, is also a member of the Education Committee has no doubt enabled the governors to take a favourable view of what is a somewhat revolutionary proposal for a school of this grade. As the pupil-teachers will be half-timers they will pay half fees, *i.e.*, £7. 10s. a year, unless they are foundation scholars, in which case they pay nothing. In introducing the proposals at the meeting, Mr. Gilson said that details remained to be settled. It would be interesting to know if these boys will work in the ordinary forms of the school or whether they will have a special master and work apart. In the case of a wealthy foundation with a large staff, the latter alternative is possible. In smaller and poorer schools the former would be the only way, and it needs to be demonstrated by experience that boys attending two terms out of the three, or one out of the three, can have their work arranged in such a way that they neither waste time themselves nor are the cause of a waste of time on the part of the other boys.

THE half-yearly meeting of the governors of the Harper-Adams Agricultural College was held at Newport on October 25. Sir Thomas Boughey, Bart., presided, and the meeting included representatives of the Shropshire and Staffordshire County Councils, Mr. W. H. Lander, Mr. Parry Jones, Mr. R. P. Cooper, Colonel Twemlow, &c. The report of the Principal showed that the new session has commenced with a very satisfactory number of students, and that the annual examinations which were held for the awarding of the College diploma and certificate testified to the satisfactory work that had been done by the College staff during the past year. The students of the College have also done well at the public examinations, including the National Diploma in Agriculture, and at the examination for the Professional Associateship of the Surveyors' Institute. The College staff are also engaged in delivering county lectures in both Shropshire and Staffordshire. The arrangements made to enable farmers in Shropshire and Staffordshire to have their milk tested at the nominal fee of 6d. per sample has been much appreciated, and a large number of samples have been sent in. The College is continuing to co-operate in the carrying out of field experiments in both Shropshire and Staffordshire, and in the former experiments upon trials of varieties and manurial experiments upon potatoes have been conducted at ten centres; other experiments upon the manuring of various crops and grassland have also been carried out at a number of centres in both counties. The College farm, which has been recently increased, has been largely devoted to experimental work, and during the past season about 500 farmers from various parts of Shropshire and Staffordshire have visited the College for the purpose of seeing the experimental work. Parties were organized by the Staffordshire County Council, Staffordshire Farmers' Association, Shropshire Chamber of Agriculture, Newport Agricultural Trading Society, Shifnal Agricultural Society, and by landowners and private individuals interested in the work. There has been a good demand for seed wheat and oats from these experimental plots, and it is very satisfactory to note the growing interest in the county in this work.

THE Educational Directory issued by the Education Committee of Bradford is a useful and well arranged volume. giving to the parent all the information he needs to enable him to select suitable schools for his children. In clearness of plan and in fullness of detail it seems to leave nothing to be desired so far as the educational work of the Committee is concerned. Yet we should have been glad to see a list of private schools, with as full details as are given in the case of the public schools. It is obvious that many parents will use the private schools. These parents need information that will prevent them from handicapping the future of their children by sending them to schools where the education is either inefficient or unsuited for the future career of the child. In order to enable the Committee to compile such a list of private schools, a preliminary inspection would be necessary. Unless the Committee wish to see all private schools abolished—a consummation that is unlikely—in the interest of the city generally, these ought to be inspected and classified. The second part of the Directory deals with scholarships. The arrangement is again excellent,

and put in such a way that any parent or child can see what are the possibilities, and shape a course in accordance therewith.

THE Report of the Council of the Association of Teachers in Technical Institutes indicates that the Association is well established in London, and that efforts are now in progress to spread its influence in the provinces. The following resolutions on the subject of Registration of Teachers have been passed :

(1) "That a scheme of Registration for teachers in technical institutes is desirable." (2) "That a separate column (Column C) be formed in the Register for teachers in technical institutes, without prejudice to registration in any other column." (3) "All teachers of two years' standing in the subject taught before the date of formation of the Register should be placed thereon if they desire." (4) "All teachers of trade subjects must have had at least six years' continuous practical experience in the subject taught." (5) "Academic qualifications necessary for registration. One of the following:—(a) for Board of Education subjects—a Third Stage Pass in the subject taught, and Advanced Certificates in two cognate subjects; (b) for City and Guilds subjects—a full Honours Technological Certificate; (c) a degree or diploma of some University of the United Kingdom, provided it covers the subject taught; (d) membership of the following societies and institutes, provided membership has been obtained by passing some examination:—Institution of Civil Engineers, Institute of Chemistry, Royal Sanitary Institute, Surveyors' Institution, Royal Institute of British Architects.

MR. V. W. PEARSON, Principal of the Sheffield Day Training College, who has been allowed by the City authorities to make an extended tour in the States of America, has issued a very interesting report of his experiences, together with his reflections thereon.

Much of the information given has, of course, already reached us from other sources, but it is none the less good to have it repeated by another observer. On the whole he is favourably impressed with the "passion" of Americans for educational progress. He says little on the question of co-education, though he points out that "of all the pupils in the public schools (elementary, secondary, and normal), 96 per cent. are in schools where the mixed system obtains." Even if there is a reaction against co-education, partly induced by Dr. Stanley Hall's "Adolescence," it will take a long period of years to effect a change on these figures. Meantime, the movement in England towards co-education goes steadily on. The Worcestershire Education Committee has resolved that girls as well as boys should be admitted to all the secondary schools of the county, and that the office of principal of such schools should be open to women equally with men.

THE Higher Technical Sub-Committee of Croydon has recommended the following scales of salaries for form masters and form mistresses in the secondary schools:—Form masters: Grade 1—minimum £150, annual increment £10, maximum £200. Grade 2—minimum £180, annual increment £10, maximum £250. Form mistresses: Grade 1—minimum £100, annual increment £10, maximum £150. Grade 2—minimum £130, annual increment £10, maximum £180.

WE have received the second Report of the Walsall Education Committee, giving full details of the work of the county borough. Children under four years of age are in future to be excluded from the public elementary schools. The cost of the children under five at present in attendance is given as £1,350 (£1,200 for salaries and £150 for school materials): the Government grant amounted to about £1,800; so that it is on educational rather than on financial grounds that the Committee has decided upon partial exclusion. Arrangements have been made for pupil-teacher candidates, both boys and girls, at the Queen Mary's Grammar School. The Committee has therefore opposed the establishment of a Roman Catholic centre on the ground that the formation of any denominational centres would draw candidates from the Grammar School and so involve the Committee in financial loss.

THE annual report of the Union of Educational Institutes for the Midland Counties shows an increase of work and a corresponding increase in the funds of the Union. The annual meeting was held at the Birmingham University, with Sir James Rankin, M.P., President, and Chairman of the Education Committee of the Herefordshire County Council, in the chair. He bore testimony to the value of the examinations held by the Union. It appears from the report that examinations for candidates for pupil-teacher scholarships have been held at 155 centres during the year.

WE have received a copy of a paper read by Mr. James Baker at the Congrès International d'Expansion Economique Mondiale, recently

held at Mons. He deals largely with the loss resultant to English commerce through the neglect of technical education in England.

THE official report of the Conference on Secondary Education held last July in the University of Durham has now been issued. It may be obtained at the office of the *Durham Advertiser*.

ENGLISH FOR THE ENGLISH.

By G. H. CLARKE.

WHEN we were taken upstairs, a dirty fellow bounced out of the bed on which one of us was to lie.—So Dr. Johnson is said to have written to a friend in good straightforward English. But he was not content to express his meaning so simply when he came to describing in print his tour in the Hebrides; for he translates his English sentence into: "Out of one of the couches on which we were to repose there started up, at our entrance, a man as black as a Cyclops from a forge." In something the same way, but in a far more exaggerated form and without Dr. Johnson's excuse, many people nowadays are not satisfied unless they can patch their prose with foreign words and expressions for which perfectly good English equivalents can be found.*

Our patriotism apparently teaches us love for our fatherland only: not respect for our mother tongue as well. English yields to no language in beauty and power; yet no modern tongue suffers so sorely from bad treatment at the hands of those who use it. With us composition is probably less studied than prose writing is in most other civilized countries; to this may be due the prevailing mosaic style preferred by so many to homely English expressions. Any bit of foreign tinsel is chosen before solid metal. Thus one hears: "*A propos, my bête noire* is a *blasée grande dame* who can talk of nothing else but *chiffons*"; and, hearing it, one wonders whether such a way of speaking is any improvement on: "By the way, my aversion is a weary society leader who can talk of nothing but dress." Moreover, Englishmen who show no affection for their own language, and avoid it as much as possible, rarely employ the words they borrow with any sense of fitness or of grammar. *Cui bono*? is generally taken to mean: "What is the good of it?" It means, of course: "For whose advantage?" Accents disappear, as in *employée, depot, recherche*; genders, spelling, and correct usage count for nothing—a *la français, deshabelle, double entendre, a l'outrance, enciente*.

Perhaps the height of snobbery is reached by the staymaker who disguises her occupation under the *soubriquet* of *corsetière* and makes *corsels*—misled by the English plural into adding an *s* to the French word. As the city poet who sang the charms of country life with no experience of them describes the weary labourer trudging home bearing his plough over his shoulder, so some writers, when affecting the exotic style, betray their want of culture by trying to show a knowledge of what is *chic*.

What advantage have *chassis, chauffeur, garage, nous verrons* over "bed (frame)," "stoker," "motor-shed," "we will see"?

Is there any special grace in *ad hoc, lapsus linguae, sub rosa, via media* which is not to be found in "for this (object)," "slip of the tongue," "in secret," "compromise"? No language is safe from the thefts of modern word-seekers. We have—

Greek: *eureka, gnothi seauton, hoi polloi, kudos, nous*—"I have (found) it," "know thyself," "the masses," "fame," "shrewdness." In the matter of aspirates the word-seekers are apt to be uncertain. Compare with *eureka* "heuristic" and *hoi polloi*.

Latin: *ab initio, ne plus ultra, ultra vires*—"from the beginning," "perfection," "beyond (legal) powers."

German: *Kur, Rundreise, Weltschmerz, Zeitgeist*—"cure (treatment)," "circular tour," "pessimism," "spirit of the age."

Italian: *al fresco, dolce far niente, in petto, e tutti quanti*—"in the open (air)," "delightful idleness," "in reserve," "and so on."

Yet in no case are the foreign words an improvement on the English equivalents. Some will, perhaps, urge that the use of

* Compare also: "It has not life enough to keep it from going rotten, I mean it has not sufficient vitality to prevent it from putrescence."—(Johnson.)

these terms adds variety to their style. But surely this argument is merely an excuse for their want of knowledge of the resources of their mother tongue? Does a dinner taste the better for being prepared at a *restaurant* by a *chef* or a *cordon bleu*, and not at a chop-house by a cook? Is a man more clad when *in puris naturalibus* than when "stark naked"? Are *mal de mer*, *coup de soleil*, *tic douloureux*, *migraine* less painful under a French name than an English?

A *résumé* or *précis* or *compte rendu* of an *affaire d'honneur* fought in a *cul de sac* over a *bouquet* given to a lady whose *beaux yeux* had *inspiré* two *prétendants* with an *outré penchant* for her is merely an indifferent summary, abstract, or account of: "A duel fought in a blind alley about a nosegay given to a lady whose beauty had kindled an extravagant passion in the breasts of her rival lovers. No doubt the *rendez-vous*, which never had any real *raison d'être*, will end in *pourparlers*. A *quid pro quo* will lead to a *rapprochement* and an *entente cordiale*. After this *entracte* of *Sturm und Drang* the *fincée* with a pretty *moue* will consent to change her *nomme*, and the *trousseau* will be sent to her *entre-sol de luxe* by the *costumière*, and *hoffentlich* all will be *in statu quo*."

There exist certainly some foreign words that may be required on occasions and that are only to be translated by means of a paraphrase, but they are very few in number: for instance, *ballon d'essai*, *bourgeois*, *Chauvinisme*, *coup d'état*, *Philister*. Still, while one can collect hundreds of cases of foreign words that are used unnecessarily, one can discover but few expressions that are to be found in other languages with no convenient equivalent in English. These few have a rightful claim to *droit de cité*, for they supply a want, and are in no sense usurpers. We admit at once that English is a composite language, and must grow as the Empire grows, admitting more and more loan-words. But this genuine need of new names to denote new ideas, and this natural expansion, does not excuse the attempt at grafting tropical slips on to a home-grown tree.

More proud of a less ancient and less graceful mother tongue than English, the Germans are taking great pains to keep their language free from contaminations. A vigorous band of reformers are hunting down borrowed words and replacing them by native expressions. With true German pertinacity and thoroughness, they are gradually influencing the Court, the civil and military administrations, and the general public. These reformers are perhaps illogical and over-zealous in their endeavours to exclude all foreign modern words; they have suppressed many terse expressions and replaced them by cumbersome native paraphrases; still, their principles are due to patriotism, and are to be preferred to our insular disregard of danger. In the cant of the day, too many of us exclaim: "Let things take their course," adding, *sotto voce*, "*Ariston metron* ["moderation is best"], we have obligations to many lands, *noblesse oblige*, and after all *es ist einerei*."

There is no reason, of course, to object to the introduction of an appropriate quotation. The use of a happy remark borrowed from elsewhere and employed in its proper sense is no sin against literary taste, if this privilege is not overdone.

But let those who crowd their pages with foreign words, dragged in, apparently, to show off a knowledge of languages other than their own, take care not to fall a victim to any unusual expression. It is amusing to see what mistakes are made by those who are glib enough with alien words, school-room French, and dog Latin, but who are not proof against certain names:—*Cologne* (pronounced to rhyme with "atone") is used for the name of a city called "Köln"; *Worms* [pronounced like "(earth) worms"] is the name given by most to the Hessian town; *Reims* (usually spelled "Rheims" and pronounced "Reams") keeps its association with the Jackdaw and dreams; *Laon* and *Saône* are generally allowed a superfluous *o* in one case, and a superfluous *a* in the other; *Mukden* is allied to "muck-heap"; *Ghent* (properly "Gand" in French) is confused with "gent." Even *Kaiser*, *Loubet*, and *¿quién sabe?* are too much for many *badauds*.

As for *Ajaccio*, *Cagliari*, *Ehrenbreitstein*, 's *Gravenhage*, *Leyden*, *München*, *Peterwarden*, *Szegedin*, *Upsala*, *Xeres*, *Zuider Zee*, they are hopeless! The pronunciation of these names by the very people who think their own tongue not grand enough for them, yet know no other, would convey no meaning to the inhabitants of the countries in which the places are situated.

If this exotic, hideous style were confined to the colloquialisms

of the uneducated, little harm would be done; but when one sees that our whole language is being corrupted by the introduction of misunderstood borrowings from many tongues, it is time for all lovers of English undefiled to band together and resist the practice. As *connoisseur* has ousted "kenner," so numbers of English words are being driven out by mongrels from abroad. English has hundreds of neglected words in the storehouses of old writers; till this stock of home-grown terms is exhausted let us not import aliens to occupy a position which they can never grace.

Purpureus, late qui splendebat, unus et alter
Adsuitor pannus; . . .
Sed nunc non erat his locus.

THE LANGUAGE PROBLEM IN THE TRANSVAAL.

ON the burning question of language teaching in the Transvaal (in this, fortunately, Ucalagon is not our neighbour), we are able to lay before our readers the views of Mr. Harold Atkinson, Principal of Belvedere College, Pretoria. The article from which they are taken will appear in full in *Modern Language Teaching*.

Dismissing the native tongues, he holds that the choice practically lies between four—English, Dutch, French, German. All are agreed that English should form part of a Transvaal child's education; but Dutch is an apple of discord.

Dutch.

In the schools of the various countries of Europe the modern language that receives first attention after the mother tongue is that of one of the nearest and most important neighbouring States. Yet there seems a doubt in the minds of some citizens of this State whether the language of a large portion of their fellow-citizens should receive a like attention. But, if it is considered advantageous for international relations, either political or commercial, to be conversant with the language of the nearest and most important neighbouring State, how much more is it desirable to know the language of one's fellow-citizens if it differs from our own! Even were there no educative value attached to Dutch, I should consider this utilitarian argument so strong as to force Dutch into the school curricula of this colony. I can only regret that those responsible for the drafting of the Education Ordinance did not view the matter from the same standpoint. The possibilities which this Ordinance affords for the existence of enclaves of purely English-speaking communities does not seem to me to make for that unity without which no country can become great. By parity of reasoning I hope that the L.N.C. schools will not offer possibilities of enclaves of purely Dutch-speaking communities. I rejoice to see that H.E. the Lieutenant-Governor has expressed the hope that the Transvaal may arrive at an education concordat similar to that which has given such satisfaction in the O.R.C. Community of studies and school affections would have a wide-spreading influence on the unity and harmony of the State.

Which Dutch?

What Dutch should be taught in our schools? Should it be Holland High Dutch, Afrikaner Dutch, or the Taal? The question should be decided on educational and practical grounds combined. For purposes of intercommunication Afrikaner Dutch is, I submit, of far more use than the High Dutch. Educationally it has the chief elements of the High Dutch still existent in it, and yet is easier owing to the neglect of some of the details. It is, in fact, a language in a more advanced stage of development than High Dutch, the progress of a language being from the synthetic to the analytic type. Is it worth while teaching our pupils a language in a form that they will practically never use and with a pronunciation they are never likely to hear? Imagine English taught on the same lines! It may be argued that the Cape University requires High Dutch for its examinations; but I have no doubt that it would examine in Afrikaner Dutch if the country demanded it.

The Taal.

The Taal is not yet recognized as a literary language; but there is nothing in the nature of the language to prevent its

becoming such, given time for its development. French developed out of what we may call the Latin Taal. It has followed generally the same course that English followed in its development from Anglo-Saxon. I am disposed to think that the development of Afrikaner Dutch will, to judge by the examples we have in history, be along the lines of further analysis—in fact, in the direction of the Taal. This will be aided by the parallel existence of English, as English was aided by the parallel existence of French. Whether in the far future the language of South Africa will be a combination of English and Dutch, as English is of Anglo-Saxon and French, is at least a matter of interesting speculation.

INSPECTION UNDER THE JOINT EXAMINATION BOARD.

THE Warden of Bradfield College has sent us the continuation of his correspondence with the Secretaries of the Oxford and Cambridge Joint Examination Board. As memories are short, we may briefly resume the circumstances. Bradfield College was inspected in June by the Board, acting as agents of the Army Council. On June 27 one of the Secretaries, Mr. Gross, wrote to Dr. Gray: "As regards Chemistry, Prof. Baker's report is not sufficiently good to allow us to recommend the school to the Army Council in this subject, and consequently it is no use for your boys to offer Physics and Chemistry for Army purposes." Asked by Dr. Gray who were meant by "us," he replied that he was unable to answer the question without the direction of the Board. At a special meeting of the Board on July 12 it was resolved, in view of evidence supplied by the Warden of past successes of Army candidates in Chemistry, to recommend the school (with a warning) in spite of the inspector's report. The answer to the "us" question was deferred to the regular meeting of the Board on October 21. It is that the Board entirely endorses the action of Mr. Gross, who acted within the discretion entrusted to him by the Board.

We do not propose to follow the fence of words, and, for the inferences that we draw from a perusal of the correspondence, there is not evidence that would satisfy a court of law.

1. The Joint Examination Board appoints inspectors, and, as a rule, accepts their reports, empowering its secretaries to take action upon them, without any attempt to check the individual reports or to compare one with the other.

2. No conference of the inspectors of a school is held before the report is drafted, nor are the observations of each inspector submitted to the others.

4. Previous records of a school or a department, examination results, inspectors' reports, &c., are not sent to an inspector whose duty it is "to report on the machinery and methods of education rather than on its results as tested by examinations"; yet such results (as in the case of Bradfield) may determine the recognition or refusal of a department by the Board.

5. "The final decision as to the approval or otherwise of a school does not rest with one or two individuals, but with the full Board." This, as Dr. Gray points out, is an undertaking for the future—not, as the words would lead one to suppose, a statement of the Board's policy in the past.

We have omitted all matter of a merely local and personal interest. The moral of the quarrel cannot be better put than in a letter addressed by a head master to Dr. Gray after reading the first half of the correspondence:

The whole story confirms me in the opinion that I have advocated for the last ten years: that the inspection of secondary schools should be confined to the Board of Education; for it is only by slow degrees that we can hope to attain to a "sane" Inspectorate, and, if the inspection of the more important schools is distributed among amateur bodies like the Joint Board, the Local Syndicate, the University of London, and the like, we shall be all the longer in getting a strong body of inspectors who will really know their work. Soberly as I have suffered from time to time from incompetent inspectors, I am still of opinion that we can only hope to get a good Inspectorate by centring the work in the Board of Education, and influencing its action through the public schools.

We are glad to learn that the whole subject of inspection will be introduced by Dr. Gray, and discussed, at the Head Masters' Conference which meets at the College of Preceptors on December 21 and 22.

JOTTINGS.

A CORRESPONDENT of the *Daily News* writes an indignant letter complaining of the teaching in L.C.C. schools. He was present at a recitation given in one of them of "The Children's Hour," by Longfellow. "Why 'by Longfellow'?" the child-reciter was asked, and answered, after a little thought: "Because it was written by a tall man." "This kind of thing," is the correspondent's comment, "is not what I understand by education, which is what I pay rates for." We should not have thought it worth while to call attention to the fatuous folly of the ratepayer were it not approved by the *School Guardian*, which adds: "We cordially agree." If the recitation showed that the poem had been understood and appreciated, does it matter one brass farthing of the ratepayer's money whether the child knew anything about the author? We owe an apology to our readers for exposing the ignorance of—the *School Guardian*.

FOURTEEN applicants have during the past year been appointed to posts in French *lycées* and *collèges* under the conditions laid down in Circular 382 of the Scotch Education Department. We are not informed how many French *stagiaires* Scotland has taken in exchange.

A NEW departure, which we hope will be followed up, has been made by Mr. James Speyer, who has given 50,000 dollars to the trustees of Columbia University to endow a Professorship of American History and Institutions in the University of Berlin. Prof. Burgess has already been nominated by the trustees, and it is anticipated that in return the German Government will appoint a Professor of German History and Institutions in the Columbia University.

A SCHEME of lessons on training in health and citizenship is now in use in the Lovers' Lane Council Schools, Newark. The scheme was drawn up by the Head Master, Mr. S. A. Hildage, B.A., and is based very largely on the Graduated Syllabus of Moral Instruction of the Moral Instruction League. Some lessons on hygiene are added. The scheme has been approved by the managers and H.M. Inspector.

ON the same page of the *Times* as Mr. Asquith's letter—which we quote elsewhere—is a specimen of ducal English conspicuous in large type: "Sir,—I regret having stated that I had acquainted Mr. Alington with my views, but now remember that, although I had arranged to do so, I changed my mind, deciding that it did not signify and probably would not be seen by many.—Yours, GRAFTON." Will the Index to the *Times* follow the precedent of a famous law book? "*Mind*: see 'Duke's Mind.' *Duke's Mind*: His Grace said he had a great mind to show to Mr. A. but had changed it."

THE *Modern Language Quarterly* has multiplied by division, and, in addition to *Modern Language Teaching*, we have now the *Modern Language Review*. This quarterly is edited by Prof. T. G. Robertson, in conjunction with an advisory board, which includes the most distinguished names in English, Romance, and Germanic philology, and is published by the Cambridge University Press. It aspires to take the same place that the *Historical Review* occupies in the province of history—to record what is doing abroad and to embody the results of original research in language and literature made by English scholars, and the first number gives promise of fulfilment.

E. M. C. puts out a suggestion in the *Morning Post* which is worth ventilating. Let the best scholars of each year—say, those who have obtained "distinction" in the Joint Board Higher Certificate Examination—be exempted from any written examination on condition of studying for one of the Honour Courses prescribed by the University and given the B.A. degree on presenting the "bene decessit" of their professors or college tutors. If this research degree were in some way distinguished from the ordinary pass degree, we believe that it would be welcomed by not a few genuine students. It would be, in fact, the ordinary German University degree *minus* the thesis.

MR. JAMES CROUCH, addressing the Farmers' Club, gave very plainly the farmer's ideal of education. The child should enter school at six or seven, and should leave school when he has mastered the "three R's": that is, about twelve. Of the cost of this education, three-fourths should be borne by the State and the remaining fourth by the ratepayer. All beyond this should be paid for by the parents or taxpayers. "It would be as logical to include champagne and turtle soup in the dietary of a workhouse as to pay for higher education out of the rates." The Act of 1902 has greatly increased the cost without adding to the efficiency of schools. "The longer a boy is kept at school the less likely is he to be of any use on the land." We make no comment.

We gladly accede to the publishers' request to call attention to the scholastic value of the *Coloniser*. A special feature of the paper is "Answers to Correspondents," and, to judge by the issues we have examined, these give sound information and practical advice to intending emigrants that it would not be easy for them to procure elsewhere. The offices of the paper are 16 Eldon Street, E.C., and the price 2d. monthly.

VERNON LEE is, as we all know, an admirable Italian scholar, but in German she is still to seek. In a recent article of hers in the *Westminster Gazette* "Über alle Gipfel is Ruh" and "Deutsche Haus" may be charitably set down as printers' blunders; but there can be no such excuse for turning *lohnende Sehenswürdigkeiten* into "rewarding sea-worthinesses." The scene is laid in the Harz Mountains.

It would be hard to beat the "sancta simplicitas" of the argument against co-education adduced by Edith A. Jackson, B.A., in the *Morning Post*: "Mrs. Bryant has twice climbed the Matterhorn, and Miss Agneta Ramsay (now Mrs. Montagu Butler) was Senior Classic of her year. These two wonderful successes show that girls educated in girls' schools make very strong and beautiful women. The successes of boys educated in boys' schools are so numerous, so religious, so secular that special examples cannot be chosen." Wine maketh glad the heart of man; water is best of all things; therefore never mix your wine and water.

HER MAJESTY THE QUEEN has graciously consented to become Patroness of Bedford College for Women (University of London). Her Majesty's consent was officially announced at the annual general meeting of the members of the College on Friday, November 17.

THE Inter-Departmental Committee on the Medical Inspection and Feeding of Children in Public Elementary Schools held its final meeting at the Board of Education, Whitehall, under the presidency of Mr. H. W. Simpkinson, C.B., Chairman of the Committee, on Thursday, November 9, when the report was signed. Since its appointment in March last the Committee has held twenty-five meetings and has examined forty-four witnesses, of whom twenty-one gave evidence as to London and twenty-three as to other parts of the country.

We are requested to announce that the appointment of a successor to Miss Oakeley in the Wardenship of the Royal Victoria College, Montreal (McGill University) will not be made in the immediate future, so as to give time for correspondence with possible applicants in other centres. Miss Oakeley has already taken over the work of the women's residence in connexion with the Owens College, Manchester, and an Acting Warden has been appointed in Montreal.

WHY is not Nelson Day observed in every public school? The *Bolton Chronicle* gives a full account of the spirited celebration of the day in the Folds Road Council School, organized by Mr. R. S. Wood, the Head Master—naval decorations, mass drill, music, songs, and an education exhibit, entitled "Milestones of English History."

MISS CUNNINGTON, whose articles on "Arithmetic Teaching" our readers will not have forgotten, has been appointed Vice-Principal of the Edge Hill Training College.

MESSRS. W. BUTCHER, of Farringdon Avenue, E.C., send us specimens of their new series of Natural History Slides. The drawing is accurate and the colouring brilliant.

MR. WOLFSBERGER, late of Darford Grammar School, has joined the staff of the Woolwich Polytechnic School.

CHILDHOOD SOCIETY AND THE BRITISH CHILD-STUDY ASSOCIATION.—The following lectures have been arranged for December:—Place: Parkes Museum, Margaret Street, W. Time: 8 p.m. December 7: Discussion on "Infant Classes," opened by J. Kerr, M.A., M.D., D.P.H., Prof. H. R. Kenwood, M.B., D.P.H., Miss Phillips, Miss Findlay, B.A. (Chairman: J. H. Yoxall, M.P.) December 14: "Moral Intuition and Common Sense: a Study of Original or Inherited Moral Capacity," by H. Thielson Mark, M.A., B.Sc., Lecturer in Education to the University of Manchester. (Chairman: R. Blair, M.A., B.Sc., Chief Executive Officer of the Education Committee of the L.C.C.) Members and associates of the two societies admitted free; non-members, 6d.

COLONIAL AND FOREIGN NOTES.

FRANCE.

The Amicales des Instituteurs et Institutrices de France et des Colonies held their (fourth) annual meeting at Lille, where they were represented by more than five hundred delegates. The programme sanctioned by

At Lille.

the Minister comprised the study of three questions: (1) co-education; (2) removals of teachers; (3) a consideration of the methods proper for the teaching of history in primary schools. The second has to do with those administrative details that interest foreigners but little; yet it is characteristic of the difference between French educational machinery and English that, whereas the French primary teacher protests against being transferred unreasonably from one village to another, the English secondary teacher is content if he can escape transference to the workhouse. As to co-education, it is remarkable what a change is taking place in public opinion with regard to it—of which change evidence comes from many sides. The attitude of the Lille Congress was unmistakable: it desired that co-education should be introduced, step by step, as the system of public education in France; and that in the mixed schools to be called into existence there should be not merely joint instruction, but true co-education, boys and girls playing together as well as having the same tasks. We must not leave the impression that French schoolmen as a body are in favour of the new movement; but it is certainly receiving a large amount of support among the primary teachers and among those who look on it as promising the complete emancipation of women.

The third of the subjects set down for debate led to a somewhat amusing attempt to arrive at a definition of history.

What is History?

This was the first definition proposed: "History is a moral and political science. It results from the labours of criticism, and has now its laws deduced from the events of the past. Conformably with these laws, instruction in history ought to aim at developing a child into a man and a citizen and initiating him into a knowledge of the society in which he is called to exercise his free activity. Such instruction must consequently be democratic, critical and practical, freethinking, at once patriotic and making for peace—that is to say, profoundly human according to the revolutionary conception of 1792." Rather long, is it not? You might sum it up thus: "History is the science by which children are to be converted into good Republicans after the new French model." Not from enmity to the French Republic, but out of love for history, we rejoice that a more sober view prevailed. The Congress defined the teaching of history to be an impartial study of the past for the sake of a knowledge of the present, and declared itself resolved to maintain the scientific character of the study, that is to say, to avoid making it a mere instrument for the construction of a social ideal and the cultivation of particular sentiments.

Underlying all this is the great rift by which French society is divided. Englishmen pay their rates or they go to gaol, as they please. The social cleavage between the martyrs and their neighbours is not really great. In France there is, on the part of many, a bitter, irreconcilable hatred—perhaps the more bitter because rooted often in religious feeling—towards the present régime, the influence of which is felt in every quarter. Only one effect of it concerns us here. It militates not seldom against that co-operation of parents with teachers which is always so beneficial in its action. Said M. Hamelin to the students at Bordeaux: "A la prendre dans sa moyenne, la famille est plus traditionnaliste que nous le désirerions, vous et moi. Au contraire, et bien qu'en lui et dans tous les corps il y ait nécessairement de l'inertie, le corps qui a la charge d'enseigner au nom de l'Etat est, par sa nature même, toujours porté à se détacher de la tradition." The opposition is to be deplored; but the remedy is not easy to see. The perfect school could only exist in the perfect State.

GERMANY.

In the November number of this journal it was shown that, if the normal hours of instruction be taken as 26 a week, the boy at an English classical school, supposing he were put on the same footing as the Prussian *Gymnasiast*, would give, on an average, less than two hours a day to classics. That the boy on the classical side of an English public school—we are dealing in each case with the highest forms—gives much more time than this we believe to be incontestable. How much he ought to give it is not for us to say; but we will set forth briefly the reasons why the *Gymnasiast* receives less classical instruction than his English compeer. First, and principally, the end proposed is different in the two countries. Prussia states the object of instruction in Greek to be "an acquaintance (based on sufficient linguistic knowledge) with some works of literature remarkable for matter and form, this acquaintance being to serve as an introduction to the intellectual life and civilization of ancient Greece." Turning from Greek to Latin and from Prussia to Hessen, we find the latter State laying down the law thus: "Instruction in Latin is designed to supply a basis for grammatical knowledge in general and to

Why the English Sixth Form Boy gets more Classics than the German.

induce an understanding of Latin literature." Not in Prussia, nor in Hessen, nor in any part of Germany is the elegant imitation of classical writers conceived as an object worth pursuing for itself. Not one third of the time that composition takes up in England is devoted to it in Germany. Again, success in the *Abiturienten-Examen* (leaving examination) implies a certain amount of knowledge in *all* the subjects of it. To win classical scholarships, English boys must specialize on classics; the only specialization for the German *Primaner* (sixth-form boy) is on his weaker subjects. Lastly, the German *Gymnasium* has a great advantage in that its course occupies in theory, and usually in practice, *nine* years, a pupil remaining for one year in each of the nine classes, and longer if he is unfit for promotion. In any comparison of schools it is just to remember that the English schoolmaster seldom gets his boys for anything like so long, and must do the best that he can in the time at his disposal. When the *Gymnasium* allots only thirteen hours out of thirty to classics in its highest form it has already been training its pupils for eight years.

It may interest our readers to consider the effect of dropping Greek. We offer them this month the time-table of a *Realgymnasium*—not, of course, as something perfect, to be copied slavishly, but for the suggestions that it may contain. Let us take the scheme of study that prevails in Hessen. I.A. is *Oberprima*, the highest form, I.B. *Unterprima*, and so on.

HOURS A WEEK IN

	VI.	V.	IV.	III.B.	III.A.	II.B.	II.A.	I.B.	I.A.	Total.
Religion	2	2	2	2	2	2	2	2	2	18
German	6	5	4	3	3	3	3	3	3	33
Latin	8	8	7	6	6	5	5	5	5	55
French	—	—	5	5	5	4	4	4	4	31
English	—	—	—	3	3	3	3	3	3	18
History	—	—	2	2	2	2	2	2	2	14
Geography	2	2	2	2	2	1	1	1	1	15
Arithmetic	5	4	3	3	—	—	—	—	—	14
Geometry and Algebra	—	—	2	2	5	5	5	5	5	29
Natural History	2	2	2	2	2	2	—	—	—	12
Chemistry	—	—	—	—	—	—	2	2	2	6
Physics	—	—	—	—	—	3	3	3	3	12
Writing	2	2	—	—	—	—	—	—	—	4
Drawing	—	2	2	2	2	2	2	2	2	16
Total	27	27	31	32	32	32	32	32	32	277

Our readers will observe, first, the large number of hours (32 in all the higher forms) spent in the school. To them must be added two hours a week for gymnastic exercises and one or two hours for singing. Compared with the time-table of a Prussian *Realgymnasium*, the Hessian is remarkable as laying greater stress on Latin. In Prussia only four hours a week is the rule in the higher forms; in Hessen it is, as will be seen, five. The reason assigned for the tendency in some parts of Germany to emphasize the teaching of Latin in the *Realgymnasium* is instructive. Under the New Method of dealing with modern languages grammar falls into the background. Thus, if a boy is to be trained thoroughly in the principles of grammar, he must get the training from some other source, and the Latin lessons are used to give it. We may now leave the time-table to communicate its own information, calling attention only to the manner in which French is treated. The pupil of the Hessian *Realgymnasium* has French five hours a week for three full years, then four hours a week for four years more. If he does not acquire a fair knowledge of the language in that time, he or his teachers must be in fault.

A few days ago the daily newspapers reported a case in which it was deposited that the education of a certain boy at Eton had cost £500 a year. The people who pay these sums are supposed to be capable of judging whether they get value for their money; at any rate, the matter is no business of ours. We remark, however, that in Germany a parent, however eager he might be for a good article, would find it difficult to pay so much. Sixty pounds a year would be thought a large sum for board. As to school dues, they vary considerably; but some idea of them may be got from what follows. An Ordinance recently (August 17, 1905) issued in Baden prescribes that the fees payable in an establishment having a nine or a seven years' course are not to exceed 108 Marks (say five guineas) a year; whilst in other establishments they must not be more than 72 Marks (about £3. 10s.). The best education, then, that Karlsruhe or Heidelberg can offer to boys is to cost at most five guineas a year!

The Society for promoting Latinless Higher Schools met this year at Frankfurt-a.-M. The meeting was well attended, and the cause of modern schools was upheld with zeal and ability. As to the papers read, that of Dr. Hintzmann, of Elberfeld, possessed most interest for Englishmen. He urged that the best way of relieving overburdened boys was to put all school instruction in the forenoon; but, since in that case the re-

quirements of the time-table could hardly be met, he would reduce every lesson from an hour to forty-five minutes. It is noteworthy that the German Society for School Hygiene has taken into its programme both a reduction in the number of school hours and the abolition of afternoon school. Certainly the morning hours are of more value for teaching purposes. But, as we have before said, an absolute law for all places and for all times of the year would be injurious in practice, even if it were possible to enact it.

NEW ZEALAND.

The Education Report just issued is for the year that ends December 31, 1904. It is, on the whole, a pleasing record of progress. The average attendance at all schools throughout the colony, which in 1903 showed a falling off of 664, rose to 116,506, an increase for the year of 3,459. Moreover, the improvement in attendance has been fairly regular throughout the year, the effect of the winter months having been insignificant. With regard to the training of teachers, too, there is improvement recorded. The liberality of Parliament has enabled the training colleges at Christchurch and Dunedin to reorganize their staffs and to bring their work more into accord with modern ideas. Regulations gazetted during the present year have further developments in view. Provision is made in connexion with each training college for a normal or practising school, which is to include, besides the ordinary classes of a public elementary school, a model "country" school of forty children and a secondary department. The former will enable teachers to be trained in what is one of the most difficult tasks a teacher has to undertake—the proper management, single handed, of forty children of various ages from five to fifteen, at various stages of mental development. The secondary department will give an opportunity for training those who intend to take up secondary work either in the high schools or in the upper departments of district high schools. Students will take English and other non-special subjects at the University College; but they will attend lectures in the methods of teaching and in the history and principles of education at the training college. Every one will be required to take up practical work in at least one branch of science, special attention being directed to Nature study and elementary agriculture. Handwork suitable for schools will also receive due attention, and, concurrently with all this, there will be frequent teaching practice in the normal school.

Whilst steps are thus being taken to secure the better training of teachers, a steady reduction is taking place in the proportion of pupil-teachers to adults. And in New Zealand the school does not show the tendency, so marked elsewhere—particularly in the United States and Canada—to fall into the hands of women. The reason is that the most progressive of colonies is awakening to the fact that teaching is an article that must be paid for, just like corn or bricks, and that the education of a State cannot be built up on the self-sacrifice of individuals. The average net salary of an adult man teacher was, in December, 1904, £170. 4s. 2d.; of a woman teacher, £93. 8s. 8d.; and for all adults, £125. 5s. 10d. a teacher. The Act of 1904, which came into force on January 1, 1905, raised the average salaries respectively to £175 for men, £96 for women, and £129 for adult teachers. Nevertheless, the Wellington Education Board can still report that the wages per week secured by Arbitration Court award are, in the fifth year, for a bricklayer, £1. 15s.; for a teacher, 15s. 4d. Thus, in Wellington, he who builds a cottage is held to be worth more than twice as much as he who educates a citizen to live in it.

We end this note with a few particulars as to native schools. The number of Maori village schools in operation at the end of 1904 was 100. The number of children on the rolls of these schools at December 31, 1904, was 3,754, as against 3,693 at the end of the preceding year. There is thus in the number of children a slight increase, which would have been considerably greater had all the schools been working. The average attendance was 3,084, as against 3,012 in 1904, the regularity of the attendance being 81 per cent., which may be considered as satisfactory. In addition to the village schools, there are the four mission schools that are usually examined and inspected by the Department at the request of their controlling authorities. There are also five boarding schools, established by the authorities of various churches in New Zealand, which furnish at present the only means available of affording higher education specially for Maori boys and girls. The total number of native schools is thus 110. Few of the boys go beyond the Fourth Standard, but all may do so if they wish. There are scholarships entitling to secondary education or providing for apprenticeship to some industrial pursuit. As to girls, the Education Department has been extending the arrangements for training them as nurses, in which capacity they are found useful and quick to learn. The total expenditure on native schools during the year was £25,000. Of the 3,754 children attending them 81 per cent. were Maori or nearly so, 8.3 per cent. were half-castes, and 10.7 were European or nearly so. That three thousand Maori children are attending school is a proof of the vitality of the race as well as of the fostering care of the Government under which they live.

CHRISTMAS BOOKS.

(1) *The Adventures of Harry Rochester*. By HERBERT STRANG. (6s.) (2) *Brown of Moukden*. By HERBERT STRANG. (5s.) (Blackie.)—Mr. Strang's former books have led us to expect great things of a story from his pen, and these volumes prove him to be in the foremost rank of writers of boys' books. They are thoroughly healthy in tone, full of stirring adventures, and in each case linked to history in a manner that is never oppressive, and adds considerably to the interest of the story. Harry Rochester met with his adventures in Marlborough's day: he had to make his own way in the world at the age of seventeen, served with the Dutch troops, and then, under Prince Eugene, was present at Blenheim, and was sent on many a perilous errand, winning credit and liking wherever he went. The friendship of a wealthy Dutch contractor helps him in several tight places, but he is pursued by an inveterate enemy, whose persistent malice he cannot for a long while account for, and he owes his life on more than one occasion to the faithfulness of his servant—one of the best characters in the book—Sherebiah Stand-up-and-bless. "Brown of Moukden" is a story of the Russo-Japanese War, and the hero, Jack Brown, after a peaceful time, picking up miscellaneous knowledge in connexion with the big contracts his father undertakes for the Russians, is suddenly plunged into a life of disguises and escapes from dangers manifold, consequent on his determination to discover the whereabouts of his father, on whom the Russians had pounced one fine afternoon, and who disappears, leaving no trace behind. Jack is daunted by nothing—he joins the Chunchuses for awhile; then, disguised as a Chinaman, he acts as a servant to a German war correspondent, in imminent danger the while of being recognized by the Russians, who had formally "deported" him, or by a Pole, Sowinski, to whom their troubles were really due. The excitement of the plot culminates in the blocking of the Siberian railway, when, to deliver the Chunchuses out of a trap, Jack seizes on a train with a powerful engine and starts on a wild ride of about a hundred miles—blowing up bridges and tearing up the rails behind him to delay a pursuing train. Mr. Strang starts with the laudable intention of taking the Russian side rather than the other, but we fail to discern much enthusiasm in his comments on them, save on the undisputed point of the endurance and bravery of the Russian soldier. Both books are well illustrated by W. Rainey, and have maps and plans besides.

Kipps. By H. G. WELLS. (6s. Macmillan.)—This "story of a simple soul," as the sub-title runs, is in Mr. Wells's earlier manner—a study of 'prentice life and the lower middle classes. The story is of the simplest. The unacknowledged son of a rich father is apprenticed to a draper, comes unexpectedly into a fortune, gets engaged to the lady teacher of a wood-carving class, is miserable under the burden of an honour unto which he was not born, and at last finds happiness in the loss of his money and the regaining of his first love—a kindred simple soul. Such is the cherry stone that Mr. Wells has carved with infinite elaboration and art. The title suggests, and was probably suggested by, "Kim," but the two heroes are as far apart as the East is from the West. Either man is redolent of the soil, but Kim is a son of the plains; Kipps is a counter-skipper, and the moral of the book—if it has one—is, that a man may drop his aitches and yet be happy. Cavendish Academy for Young Gentlemen, kept by George Gardon Woodrow, F.S.Sc., the Folkestone Drapery Bazaar, are Dutch interiors, evident studies from the life. On the other hand, the high lights of the picture, Mrs. Walsingham and her set, are theatrical and unreal. We cannot imagine even the gentility of a small country town so loathsomely genteel. Kipps is a simpton, not a simple soul, and his girl "Ann" is the one lovable character. The novel for all its cleverness is unconvincing.

Mr. Ubbledjeb and the House Fairies. By A. THORBURN. Illustrated by MAY FARADAY and D. NEWELL. (2s. Nutt.)—This is a nice story book for real babies, those who are just beginning to like to hear stories of the simplest kind. The illustrations add much to the attractiveness of the book.

The Sparrow with one White Feather. By Lady RIDLEY. Illustrated by Mrs. ADRIAN HOPE. (6s. net. Smith, Elder.)—Children are sure to take an interest in little Jean's adventures. By the help of the sparrow she was for a little while turned into a fairy; but, lest the little readers should become too envious, they are told that, though it was good to be a fairy, it was still better to become a little girl again. The illustrations are pretty and imaginative, and the story is well told.

Maitland Major and Minor. By CHARLES TURLEY. (5s. Heinemann.)—Small boys will be amused by this picture of a preparatory school. There are no very tragic scenes in it, but a fair mixture of justice and injustice, friendship, and squabbles; one or two boys who are consistently objectionable and a few who are "real good sorts," but quite capable on occasion of making asses of themselves. As the hero and his brother are both restless and adventurous spirits, they get

into a good number of rows, which keeps things lively. The story is well illustrated by Gordon Browne.

A Goodly Pearl. By MARY H. DEBENHAM. (National Society.)—"The Goodly Pearl" is our English Princess Margaret, who was married to King Malcolm Canmore. Her gentleness, sweetness, and wisdom won all hearts, and she is the central figure of this interesting story. The effect, as a whole, is a little spoiled by an interval of eighteen years after the first forty pages or so, and again an interval before the closing scene, though this is comparatively unimportant, as the story is really ended with the death of the Lord of Coignafearn. The influence of the Queen's noble life is well brought out, and there is a pathetic picture of her death in the grim fortress at Edinburgh almost in the same hour when the husband and son she loved so well died in a border raid, and the kingdom was left to the mercies of Donaldbane.

Averil's Wild Oats. By MARY NEILSON. (1s. National Society.)—The beginning of a girl's life at school. The wild oats are not very alarming, and the worst scrape Averil gets into is for a piece of mischief done by some one else; but the story seems to point the moral that, if a dog persists in earning a bad name, he may run a chance of getting hanged.

Tailboy's Treasure. By KATHERINE E. VERNHAM. (1s. 6d. National Society.)—A number of short stories, one or two about fairies, which will amuse children. We do not quite see the point of the kitten story, but the Lady's Rest is a pretty fancy.

Little Sunbeam. By E. H. STOOKE. (1s. National Society.)—A nicely told story of a little blind girl, whose sunny nature attracts every one, and who is the means of making up a quarrel which has saddened her mother for many years.

Robinson Crusoe. By DANIEL DEFOE, illustrated by WALTER PAGET. (5s. Cassell.)—A very nicely got up volume full of illustrations, excellently drawn and full of spirit. We cannot help feeling that in some cases these illustrations have suffered by the process of reproduction which has been chosen for them, but on the whole the edition is a very attractive one.

Uncle Tom's Cabin. By HARRIET BEECHER STOWE, illustrated by JENNY NYSTROM-STOOPENDAAL. (5s. Cassell.)—This volume is uniform in size and form with "Robinson Crusoe." The illustrations, however, are unequal; though some are clever, especially the pen and ink ones, others are poor. The negro woman facing page 318 is excellent, a vigorous and life-like sketch, but others, such as those facing page 264 and page 476, are on a distinctly lower level: the vision of Eva, for instance, savours too much of the Christmas card angel.

The Pied Piper of Hamelin. By ROBERT BROWNING, illustrated by VAN DYCK. (S.P.C.K.)—A nice coloured picture-book, with large clear letter-press, so that quite small folk will be able to read it. We confess to some disappointment in the Pied Piper: he is so singularly unattractive in appearance, but the rats, which over-run the volume as much as they did Hamelin town, are excellent and some of the small children very charming.

Fairy Tales every Child should know. By H. W. MABIE. (5s. Heinemann.)—This selection contains most of the time-honoured favourites, "Cinderella," "Blue Beard," "Aladdin," and so on. Our only regret is the lack of illustrations to the stories; an effective frontispiece by B. Ostertag makes us desire more pictures from the same hand.

Kingdoms Curious. By MYRA HAMILTON. Illustrated. (5s. Heinemann.)—These fairy stories, which have appeared in various magazines, are now published in one volume. The book is nicely got up, has plenty of illustrations, and will please those children who are tired of the old stories and want something new. Among the best stories are "The Royal Laundry," "The Story of Little Luck," and "The Wishing Stone."

Bluebell and the Sleepy King. By A. HOPWOOD and SEYMOUR HICKS, illustrated by MAUD TRELAUNY. (2s. 6d. Pearson.)—Children are sure to like the tale of Bluebell and her wanderings in dreamland with her quaint companions, Peter the cat and the fat and thin boys.

The Adventures of Princess Daintip. By Mrs. GEORGE CORBETT. Illustrated. (2s. 6d. Pearson.)—A bright little story which ends with every one getting what he wants and living happily ever after in proper fairy-tale fashion.

Fairy Tales Old and New. Illustrated. (3s. 6d. Cassell.)—This book is arranged as a graduated reader. The first half is in large type suitable for small children, and contains the simpler stories such as "The Three Bears"; the second half, in smaller type, has stories of King Arthur besides selections from Grimm and Andersen. The volume has a number of bright coloured illustrations.

Chums, 1905. (8s. Cassell.)—The yearly volume supplies a feast of delight for its eager readers. "The Rovers of Black Island" is one of S. Walkey's most thrilling romances; "The Shadow at St. Basil's," by L. T. Beeston; "Decoyed across the Seas," by Robert Overton; and "Tom Dunscombe's Peril," by H. Barrow North, are full of exciting scenes, and their effect is heightened by the dramatic illustrations by P. Hardy, A. Monro, and Gordon Browne. Two other serials, and many short stories, make up a goodly budget of

(Continued on page 816.)

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fiction; and, to judge by some of these, a public school is as full of peril as the South Sea Islands, and mysteries abound under a most matter-of-fact outside. Besides these are "chats" with sportsmen, musicians, cyclists, and others who have earned a reputation in very diverse ways, portraits of a number of well known men, many of whom have been brought into special prominence during the last year. "British Battlefields Revisited" and "School Life of other Days" both contain a good deal that is interesting, and, as usual, Prizes, Puzzles, and Pets are not forgotten. Besides innumerable black and white illustrations there are twelve large coloured plates. "The Destroyers' Prey" and "A Flight of Mutineers" come out well, and "Bringing up the Guns" is a very spirited drawing in monochrome.

The Orphan of Tor College. By ROBERT OVERTON. (3s. 6d. Jarrold & Sons.)—The unfortunate orphan has sufficient tragedy for a lifetime compressed into a few weeks, when he is mixed up with convicts and shipwrecks in a most uncomfortable manner. His sense of duty to his supposed father is a little overstrained; however, its consequences add to the excitement of the story.

Soldiers of the Cross. By ELIZA POLLARD, illustrated by E. F. SKINNER. (3s. 6d. Nelson.)—In this volume we follow the fortunes of a young English nobleman who joins in the war against the Moors in Spain, the story closing with the Fall of Granada. The period and country afford opportunity for much picturesque detail, and there is no lack of interest in the characters; that of the Moorish girl Carmen is perhaps the most striking. The style at the outset seems somewhat stilted; but after the Moor sets foot in Spain the story is excellently told and full of interest to the end.

The Wallypug in the Moon. By G. E. FARROW, illustrated by ALAN WRIGHT. (5s. Pearson.)—Children who know Wallypug in previous volumes will enjoy following him into Moon Land, with Girlie and Boy, where he has many adventures and meets old friends such as Dick Whittington and his cat. There are plenty of comical conversations, which, if not up to the standard of "Alice," will nevertheless afford plenty of amusement. Mr. Wright is happier in his drawing of eccentric figures than in the boy and girl.

(1) *A Knight of St. John.* By Captain F. S. BRERETON. (6s.)
(2) *A Soldier of Japan.* By Captain F. S. BRERETON. (5s.) (Blackie.)—*"A Knight of St. John"* is a tale of the Siege of Malta. It would not be easy for any one to go through more adventures in the same space of time than the hero, Martin Trentall. Nothing comes amiss to him, from tackling a French war-galleon to circumventing the Corsairs and Turkomans and successfully defending the Fort of St. Michael. Captain Brereton describes these and many other thrilling incidents with great vigour and spirit. The Grand Master is somewhat long-winded in his historical review of his order, for which the time seemed ill-chosen, but otherwise the interest is well sustained. The book is well illustrated by W. Rainey. *"A Soldier of Japan"* makes a good contrast to its companion story, for here everything in the art of war is as up to date as the other is antiquated. As to the hero, we need only say that he shows the Japanese how things should be done, and is appointed over the head of the Japanese commander to lead a body of scouts into the enemy's country, though he is only eighteen and has no previous experience. However, his instinct or genius for war supplies material for a spirited story in which ambushes, escapes, and captures follow in quick succession. There are some good illustrations by Stanley L. Wood.

The Quiver Yearly Volume. (7s. 6d. Cassell.)—We can give a very hearty welcome to this year's volume: it contains very good matter with a great variety of interest. There are several good serials and many well written short stories. Temperance work is dealt with very thoroughly, and there are many articles on topics which are exciting special interest at the present moment, such as "Welsh Revivalists," "How the Russian Poor live," "Sunday Rest Movement in France," and so on. Sermons are contributed by Ian Maclaren and various other well known preachers, and among some dozen hymn tunes we would note the specially beautiful one by W. S. Wintle on page 873. The illustrations speak for themselves when we mention such names as Fred Pegram, W. H. Margeton, and Gordon Browne. Altogether the whole volume is a very excellent one.

The Heiress of Aylewood. By GERALDINE MOCKLER. (5s. Nelson.)—If we remember rightly, Miss Mockler has written some charming children's stories. We cannot think her equally successful in the *"The Heiress of Aylewood."* There is very little incident in the story, though it is spun out to 464 pages. The heiress is too well pleased with herself to be attractive, and meets with much better fortune than she deserves when she runs away in a fit of passion. The immaculate Sir Laurence is singularly dense and tactless; the cousin's artistic genius only slightly redeems a vain and untruthful character; and Aunt Isabel's painful disease does not atone for her extreme silliness. There are six coloured illustrations.

A Bearer of Dispatches. By EMIL LOCK. (S.P.C.K.) This is a story of the siege of Lynn by the Parliamentary troops, and tells how a Cavalier officer, Sir Godfrey Wallys, devises a scheme for bringing relief to the town, and allows himself to be captured with some false

dispatches, which he hands over to the enemy, thereby forfeiting for the time the confidence of his best friends. There are some escapes and captures on both sides which could hardly have been so easily effected, but the story is pleasantly written; it has three illustrations.

Cassell's Saturday Journal. Yearly Volume. (7s. 6d. Cassell.)—This would be a treasure to any village library or club room, for it seems to contain something of everything. We notice in a set of the "Prize Questions" "Should the *Saturday Journal* have more fiction?" and, had we entered for the competition, we should certainly have said "No." Roughly, between a third and a fourth of the *Saturday Journal* is given up to stories mostly of a distinctly sensational kind: it is quite as well, therefore, that the rest of the contents should be of a less exciting character, and most readers will find something to their taste. There are "chats" with, or about, a number of celebrated men and women in very different walks of life, and on many subjects of public interest, such as the proposed Alien Bill from Canon Barnett's point of view, or radium as described by M. and Mme. Curie. Then there is an infinite number of short anecdotes, jokes, and odds and ends of information, and the universal prize competition. A page of comic pictures appears in each weekly number, and there are twelve plates in monochrome. Neatly bound in red cloth, it is a wonderful volume for the price.

"Animal Autobiographies."—(1) *The Cat.* By VIOLET HUNT.
(2) *The Black Bear.* By PERCY ROBINSON. (6s. each. Blackie.)—The two books before us are, on the whole, excellent additions to a well conceived series of stories. At the same time they present a sharp contrast to each other. The cat is an important member of the aristocracy, and the book derives a good deal of its interest from the doings of the human society involved. The black bear is only brought into contact with man against his will, and the book is perhaps truer to its title. Neither of them quite attain the excellence of the rat in the artistic merging of the personality of the author in the animal described. Both are well illustrated, the cat especially being excellently sketched.

Cassell's Magazine. Yearly Volume. (8s.)—This last volume has a most interesting and exciting story by Max Pemberton, "The Hundred Days," effectively illustrated by F. H. Townsend, while the other serial is "The Spider's Eye" by William Le Queux, in which there are some very dramatic scenes, and which has some very well drawn illustrations by W. H. Margeton. Some of the "Stories from a Surgeon's Diary," by Clifford Ashdown, are well told, and there are several excellent articles on noted painters, musicians, actors, &c. It is amusing to turn over the photographs of celebrities which have most commended themselves to the sitters or, as in the case of John Oliver Hobbes, the one she considered "least unsatisfactory." Many interesting bits of information crop up in "In Doctor Land," and "Portland Place and its Residents." The coloured "Pleasure Garden" is hardly so successful as the corresponding play of last year, but some of the figures are pretty and graceful. The magazine is very well got up as to print and paper, and on the whole the illustrations are very good; its varied contents are sure to prove attractive.

A Soldier's Daughter and other Stories. By G. A. HENTY. (2s. Blackie.)—The volume contains three stories, told with spirit: the first of a plucky girl of fourteen who helps a young subaltern in the defence of a frontier fort, and afterwards effects his rescue from the Pathans; while the others also describe deeds of daring—in the one case of a young knight who successfully regains his inheritance and his sister, and in the other of a young girl who makes a brave dash from a besieged farm in Australia to fetch help. The illustrations show some effective contrasts of light and shade, but "Nita" would not have passed muster for a moment as she is here presented.

A Daughter of the Ranges. By BESSIE MARCHANT. (3s. 6d. Blackie.)—A bright readable story of how a farmer's daughter in Western Canada manages to run the farm and a big cattle range when her father is disabled by an accident. She is handicapped by the knowledge that an ex-farm servant with a secret grievance is hanging round trying to wreck the water supply, so that great watchfulness is needed, and by the possession of a mother who is little better than a spoiled child. But, with the help of a girl assistant, Caryl wins through. Helen's sudden conversion from loathing her scamp of a father to a passionate affection for him strikes us as somewhat absurd. There are a lost will and a pursuit of horse thieves to enliven the story, which is nicely illustrated.

A King's Comrade. By CHARLES W. WHISTLER. (5s. Nelson.)—One of the stories of Viking days, which Mr. Whistler tells so well. His hero, Wilfrid, is the son of a Saxon thane, and is taken prisoner by the Danes in their first raid at Weymouth. They carry him off and presently take a merchant ship with Egbert the Atheling on board, to whose service Wilfrid binds himself. But after a while they have to part. Egbert is biding his time and learning the art of war under Carl the Great, and Wilfrid returns to England and follows Ethelbert in the ill-omened journey to fetch his bride, which ended in his murder by the procuring of the evil Queen Guendritha. The different characters are well described, giving a lifelike air to the vivid picture

(Co. it. n. d. on page 818.)

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School Libraries. Notes on the Selection of Books.

So many eloquent pens have already shown the importance of the school library as an adjunct to, and indeed as part and parcel of, the educational system, that it were a work of supererogation to insist upon that point further. But there is still something to be said on the question of the choice of books for the school library, and, though, in this, as in other matters, there is no use arguing about tastes, it is perhaps possible to set forth certain considerations that will meet with general approval.

The purpose of the school library being to foster a love of reading in children, and thus to widen their minds and help them to become intelligent and useful citizens, it is obvious that no success can be achieved unless the children are first *interested*. Now, in what are children interested? To begin with, in fairy tales and stories about children—the marvellous and the natural, which seems to them in no way inconsistent. What child has not revelled in Grimm's *Fairy Tales*, in Miss Sinclair's *Holiday House*, in Captain Marryat's *Children of the New Forest*? Then, as their circle of experience grows, they become interested in animals, in natural history, in voyages and discoveries; they form ideals, and cherish their favourite heroes, and, reading about these, they are drawn on to read the romance of history generally. It is at this period that such books as Anson's and Cook's *Voyages*, Robinson Crusoe, Waterton's *Wanderings*, and Southey's *Life of Nelson* make a strong appeal. With still wider knowledge, the boys and girls towards the end of school life begin to take an interest in the literature of ideas: then Addison's *Spectator* and Macaulay's *Essays* open a world of thought to them, and they are helped towards the formation of a critical taste. The great point to bear in mind in the selection of books is that *children who grow up with the best will never care for the worst*; good reading is the foundation of taste.

It is now several years since Messrs. Blackie & Son, before the question of school libraries became prominent, inaugurated their now world-known SCHOOL AND HOME LIBRARY. It was started with the object of providing schools with well printed, well bound editions of favourite books, at a price which would bring them within the reach of all. The Library now numbers some 71 volumes, and a glance down the list of books will show with what a catholicity of spirit the work of selection has been made, and what a diversity of tastes is provided for. Nothing that is not good of its kind has been admitted; and everything included has been carefully edited, to ensure that the Library should be absolutely unexceptionable.

The Library has met with very great success both at home and abroad. The schools at most of the Army Depots, for instance, possess sets of the books. Not long since, *three hundred and fifty sets* were purchased by the Department of Public Instruction for the schools of Cape Colony. They are widely known also in India, and copies are regularly thumbed by Egyptian children in the Gordon College of Khartoum.

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of England as it was in those times, and keeping up the reader's interest throughout. The book has six illustrations in rich and effective colouring.

The Old Moat Farm. By ELIZA F. POLLARD. (2s. 6d. Blackie.)—The Farm serves as a refuge for the little son and daughter of the Earl of Hertford, who, being descendants, through their mother, of Henry VII., are safest out of sight of Queen Elizabeth. The boy sails with an expedition sent out by Raleigh to Virginia and eventually settles there. The story is nicely written and brings in many well known characters—the Princess Pocahontas among them and Sir Richard Grenville, though the famous admiral appears here chiefly as a passionate over-bearing man who ill-treats the natives of Virginia and bullies his own followers. There are four illustrations by Frances Ewan.

Elementary Brush-work Studies. By E. CORBET YEATS. New and Revised Edition. (5s. net. Philip & Son.)—A new edition of one of the best brush-work books we have seen. The directions are very clear, and the illustrations exceedingly clever and artistic.

Pictures from Nature. By RICHARD and CHERRY KEARTON. (10s. 6d. net. Cassell.)—The two brothers have made a new departure this year, and have published fifteen large photogravures of birds and beasts, which will be a delight to all lovers of Nature. It is difficult to see how they could be improved, either from the artistic or photographic point of view. Each plate is accompanied by a short account of the artist's expedients and manœuvres in securing a good point of view. Where all are so excellent it is invidious to discriminate, but we must single out for special commendation "The Squirrel" and the "Young Willow Wrens." The plates are enclosed in a pretty green linen portfolio. The cost of the whole seems extremely reasonable.

The Ten Little Babies. Drawn by CHARLES ROBINSON. (S.P.C.K.)—This is a nice little picture book, and the drawing is much superior to most comic productions of the kind. The black baby and rabbit give a striking effect to the inside of the cover.

Messrs. Blackie send a fascinating copy of *Longfellow's Poems* in the "Red Letter Library" series. It has an excellent portrait of the poet as frontispiece and an appreciative notice by the Bishop of Ripon. The print is very clear and the book is prettily bound in limp red leather: the price is 2s. 6d. net.

Messrs. Heinemann send *The Essays of Elia* in two volumes of the "Favourite Classic" series. There are two portraits of Lamb, after

Hancock and Meyer, and an introduction by Arthur Waugh. The volumes are nicely bound in light green cloth and are very light and convenient to carry: price, 6d. net.; or in leather, 1s.

Three Little Cooks. By LUCY CRUMP. (E. Arnold.)—We have here an admirable doll's cookery book. We are given minute details as to how to cook a "seven course doll's dinner" with the aid of a tiny stove, and there is besides "a bundle of recipes" at the end of the book which is written in story form, the cookery forming the chief interest. The illustrations by G. M. Bradley are well drawn.

The Zoo Past and Present. By A. T. ELWES and Rev. THEODORE WOODS. (2s. 6d. Wells Gardner, Darton.)—This is a delightful book and we can confidently recommend it to all children who love the Zoo. Beside much interesting information as to the natural habits and homes of the animals, the book is full of anecdotes of past and present celebrities—Jumbo and Alice, Sally the Chimpanzee, and so on. The book is full of clever pen-and-ink drawings of the animals.

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EDUCATION IN THE GARDEN CITY.

By RAYMOND UNWIN.

TO many of those interested in the Garden City it seemed not only that such a town would be incomplete without an educational system worthy of it, but that the conditions there would offer a unique opportunity for working out an improved education system. The entirely new start, the somewhat picked population, the absence of any slum dwellers, and the favourable conditions of life generally would, it was thought, all help to make possible in Garden City a system which would be chimerical in an old town.

A strong Education Committee of the Garden City Association was early formed, and was joined by many eminent educationalists and others interested in the problem, under the presidency of the Bishop of Hereford. The views of the Committee were given expression to in schemes prepared by Prof. Findlay, of Manchester, and by Dr. Foat, of the City of London School, which were adopted as a basis for practical work. With the technical details of the scheme of teaching I do not feel competent in any way to deal, and shall only touch upon the main principles and the practical side of the question.

Taking as their general idea education the development of the individual, to fit him or her for the common life, they considered that the schools should have as little as possible of any artificial atmosphere, and that boys and girls should mingle freely together in school life as they do in family life, while all classes of boys and girls should meet in the same school and share the same training and experience, so that they might be prepared to meet and co-operate in civic and business spheres. It was felt that co-education, representing as it does most nearly the natural conditions of family life, must best prepare children for society, and be the most natural method of producing that mutual knowledge and respect upon which a pure and healthy family and social life can alone be based; that, from the common discipline of different classes of children, a more thorough and complete understanding of, and respect for, the different spheres of life would be likely to grow; and further, that, in this way alone, could anything like equality of opportunity be given. It is not enough that we

should provide for every child the best education fitted for its probable sphere of life ; it is necessary, if complete understanding is to be established between different classes, that this education, with the limitations which must necessarily arise from subsequent differentiation, should be actually shared by all classes. In this way the few who understand something of what the education of their own children should be will become the guardians of the education of the children of the many who have had no opportunity of arriving at such an understanding.

The children of the well-to-do will gain as much in the widened experience and sympathy, the increased knowledge of life, and contact with the actual necessities of life, the constant intercourse with those less fortunate—sometimes more fortunate—than themselves, as the children of the less well-to-do will gain by sharing a more perfect system of education, and by mixing with children who have had more careful upbringing, and may be expected to have more refined habits and manners.

At some stage there must of course begin a separation in the school classes. It is not intended to give a smattering of secondary education to those who must leave school at the age of fourteen. For these there must be completed the most thorough elementary education that can be devised ; while those children who can hope to go forward to a secondary or University course will at some age, probably from ten to twelve, need to take up special subjects and gradually to be drafted into special classes.

It is hoped that ample provision may be made for assisting the specially gifted children of less well-to-do parents to take advantage of these secondary and University courses.

In order that the aims of the Committee should be realized, it was evident, first, that we must inspire in the parents of the class of children usually attending an elementary school a greatly increased respect for school and school life ; and, secondly, that the quality and efficiency of the schools must be raised to a level that would satisfy those parents who could, if they would, send their children to private schools of a high class.

Obviously the status and ability of the teachers must command the respect of all. The size of the classes must be kept down to a number which would allow of sufficient individual attention being given to each child, while the general conditions of school life, the quality of the buildings, and equipment must be such as to satisfy all.

In order that the separation which must necessarily be made at later stages between those going forward to secondary and University careers should as little as possible interfere with the co-education of all classes, and in order that the transition from one stage to another should be as easy as possible, it was felt that the whole educational system, elementary, technical, and secondary, should as far as possible be made homogeneous as regards management, quality of teaching, and social status ; and that the separation should be confined to actual class-work, all the children sharing in the same school life and games.

Having determined to give to all classes of boys and girls in Garden City in the same schools an education which, while aiming mainly and specially in the early stages at the development of individual intelligence, should be a practical and efficient preparation of the children for their various spheres of life's work, it then became necessary to consider how best these aims could be realized within the four corners of the Education Act, the Code, the regulations of the Local Education Authority, and the financial possibilities.

At this stage advice was asked from many experts who had had practical experience in all branches of education, and as a result it became evident, first, that the Education Act had been drawn up with a view to levelling up education to a certain standard, but that no provision had been made for improving the quality beyond that standard ; secondly, that the present Elementary Code contained nothing which would prevent an education being given under it suitable for all children up to the age of ten or twelve, while the special provisions contained in it as to higher elementary education would probably help matters considerably ; thirdly, it became evident that, if education in Garden City was to form part of the national system, and was to take advantage of the financial support provided by the Government, some way must be found by which, without departing from the character of a public elementary school, it would be possible to supplement the provision made by the

Local Education Authority, by improving the salaries of the teachers, increasing the number of the teaching staff, providing additional equipment, and erecting buildings adapted for smaller classes than those contemplated by the Education Act.

The Education Authorities of the Hertfordshire County Council, within whose jurisdiction the Garden City lies, were approached, and the Committee's representatives were received with every consideration and sympathy ; but it was found that the difficulties of supplementing the education as above suggested in a school provided by the County Education Authorities under the Education Act were too great to render such a method possible, and the only practical plan seemed to be to take advantage of the clauses in the Education Act concerning the provision by other than the Local Education Authority of schools for special denominational teaching. It was therefore determined to commence practical work at the Garden City by opening an undenominational, non-provided school. This did not remove all the difficulties, but, owing to the kind co-operation of the Local Education Authorities, it at least rendered possible the carrying out of the Committee's ideas.

Under the Education Act the Local Education Authority maintains such a non-provided school up to a certain general standard, and it was agreed that the Garden City could supplement the County Council scale of salaries by making private arrangements with the teachers, and could add to the staff allowed other teachers paid entirely out of funds to be raised by the Committee. The school being a non-provided school, four of the six managers could be appointed by the Committee, so that effective control of the school along the lines desired would be secured.

The next step was to approach the Board of Education and obtain their sanction to the scheme which the Committee suggested for appointing the managers. This sanction was willingly given. The aim being to work out a complete system of education for Garden City, not to start just a single special school, it was felt that a definitely representative element must be given to the Committee, so that the local interest in the schools should be maintained. At the same time, the work having been originated by the large body of non-resident members of the Garden City Association, they also must be represented. After much consideration it was decided that the four managers should be appointed by the Committee, which Committee should in turn be elected half by the subscribers resident on the Garden City Estate, and half by non-resident subscribers to the funds of the Council.

The inhabitants already settled on the estate took up the scheme cordially, and at a public meeting agreed to the levying of a voluntary rate ; so that by the contribution either in the form of a voluntary rate or a subscription, of 5s. each year, any resident on the estate, any member of the Association or others interested in education, can obtain a direct voice in the management of the schools.

There are already on the estate more than a hundred children of school age, and the first elementary school under the new scheme was opened at a public meeting of parents and children held at the Garden City, on November 18, when the Head Master, Mr. C. Arthington Pease, B.A. Lincoln College, Oxford, was introduced to the parents and children. The school is starting in some temporary buildings on the estate. An efficient staff to assist Mr. Pease is being chosen ; temporary helpers have come forward, and it is hoped that after Christmas the school will be in full working order. It is probable that the whole of the proceeds of the first voluntary rate will be required to meet the expense of altering the temporary buildings, and subscriptions will be welcomed towards the annual fund required to supplement the scale of maintenance provided by the County Education Authority. It is intended that the schools shall be free, but some of the more well-to-do parents have agreed to contribute an amount equivalent to the fees they would have paid had they sent their children to a private school, and it is hoped that others will do the same.

The Committee have, of course, carefully considered the question of religious education, and it has been decided that simple non-sectarian religious teaching shall be given in the schools ; and further, that, should it be desired by any considerable body of parents after this arrangement has had fair trial, a scheme of religious teaching on the following lines suggested by Mr. John Russell, of King Alfred School, shall be arranged. A fixed period at the commencement or end of school shall be

set aside daily for religious instruction, and managers shall arrange during that period to provide religious teaching to suit the wishes of different bodies of parents, at the same hour providing for instruction in reverence and morality based solely upon human experience and aspiration for those who wish that their children shall not have any definite religious instruction at all. The expressed wish of the inhabitants at present is that there should not be denominational teaching, but, should any considerable body desire later on to have such teaching, it is hoped that the system above suggested would enable the managers to meet those desires with a minimum of disadvantage.

[The scheme, if only regarded as a new experiment, deserves support. We shall be happy to acknowledge and forward contributions, and, to practise what we preach, we have forwarded from the Proprietors of *The Journal* a donation of five guineas.—ED.]

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, "The Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

The Council met on November 2. Present: Mr. S. H. Butcher (Chairman), the Rev. J. O. Bevan, Mr. E. Blair, Mr. H. Courthope Bowen, Miss H. Busk, Mr. R. F. Charles, Miss F. Edwards, Mr. C. Granville, Mr. J. N. Hetherington, Prof. W. M. Hicks, Prof. L. W. Lyde, Mr. J. W. Longsdon, Miss E. Newton, Miss K. Stevens, Mr. F. Storr, and the Rev. A. F. Titherington.

Mr. Augustus Kahn, M.A., Head Master, Commercial Department, University College School, and Lecturer in Commercial Methods, University College, London, was co-opted to the vacant seat among the twenty general members of Council left vacant at the Annual General Meeting in June, 1905.

Mr. J. W. Longsdon, M.A., member of Council, was appointed as a representative of the Guild on the Committee of the Joint Agency for Assistant Masters, *vice* Mr. H. A. Nesbitt, resigned.

Thirteen applicants for membership were elected, viz.: Central Guild, twelve; Brighton Branch, one.

The retirement of three general members of Council (Mr. G. F. Daniell, Mr. F. Matheson, and Miss Rigg) was announced, the reasons given being pressure of other work or health considerations. Much regret was expressed at the loss of their valuable services: the first two had served longest and given much time and thought to the work of the Guild. Miss Rigg has helped the Guild greatly in the South-East London district, providing an excellent centre for local meetings from the year 1890 onwards.

The General Secretary was instructed to write to the Director of Special Inquiries and Reports, Board of Education, pointing out the constant demand on the part of foreigners for an examination of University rank, in England, with a diploma or certificate to show that the examinee has a good knowledge of modern English, conversationally and generally, without the requirement of knowledge of the history of the language and of its earlier literature.

A cordial vote of thanks to Miss H. Busk and Miss H. Sullivan, of King Edward VI. School, Camp Hill, Birmingham, for their attendance at the Conference of the National Union of Women Workers and at the meeting of the National Council of Women, was proposed and carried by acclamation.

It was decided that the Council would co-operate with the National Union of Teachers in any steps that they might take to secure a definite scale of salaries for primary-school teachers.

The Political Committee were instructed to consider fully the subject of the composition of the next Teachers' Registration Council, and to report their conclusions as to what it should be.

The subjects for discussion at the General Conference of the Guild at Eastertide, 1906, were settled.

It was decided to send to the Board of Education the criticisms of the Council on the schemes for Ipswich School and the Ipswich Municipal Schools.

A special meeting of the Finance Committee, which the *ex-officio* members (Chairman and Vice-Chairman of Council and Hon. Treasurer), and Mr. Bowen, *pro hac vice*, would be invited to attend, was arranged to advise the Council as to how the expenditure of the year 1906 can be so regulated as to prevent the liabilities outstanding at the end of that year from exceeding the outstanding assets.

A suggestion of the Organizing Committee that an attempt should be made to bring together under one roof, in the same week, with careful

adjustment of dates, the annual meetings of certain associations of teachers, and to organize joint conferences of such associations and others on such occasions was approved for further action to secure this end.

It was decided to send to the Board of Education a memorial in the spirit of the recommendation of the Education and Library Committee on the subject of the education in primary schools of children under five years of age: "That to alter the present arrangements without adequate safeguards for the welfare of these young children would be disastrous."

The arrangements suggested by the Committee for the management of the Teachers' Guild Education Society were approved.

The next meeting of Council was fixed for Saturday, December 16.

A memorandum in the following terms, signed by the Chairman of Council, has been sent to the President of the Board of Education in pursuance of the decision of the Council on the subject of children under five years of age:—

"The Council of the Teachers' Guild instruct me to lay before the Board of Education in the briefest form their views on the question of excluding from primary schools children under five years of age.

"The Council are deeply impressed by the adverse opinion pronounced on the present system by the Reports of the Women Inspectors appointed by the Board of Education to inquire into the subject. This opinion, backed by so much knowledge and experience, cannot be set aside. But, while accepting the conclusion that a new kind of infant school is rendered necessary, the Council would urge that it would be disastrous to discontinue the existing arrangements until it has been decided after mature deliberation what form the new infant school or nursery should take. Even if it be admitted that the intellectual value of the schooling now received counts for nothing, the moral shelter and guardianship afforded by the infant school cannot be withdrawn without grave peril to the welfare of the young.

"The Council hope that this side of the question may meet with full consideration from the Board of Education."

On October 20 Prof. Lloyd Morgan, Principal of University College, Bristol, gave the inaugural lecture of the Teachers' Guild Education Society to a full audience at University Hall, Gordon Square, W.C. His subject was "Mental Digestion." The lecture will be printed in the *Teachers' Guild Quarterly*, December 15. The preliminary meeting in connexion with the ordinary meetings of the Society was held on October 31 at the Offices of the Guild. A Sub-Committee to carry on the working arrangements of the Society was constituted. It was decided that the earliest activities of the Society should be devoted to an attempt to elucidate special method in the teaching of the different school subjects, and the teaching of English was selected as the first subject for consideration. Mr. C. E. Rice, Head Master of West Heath School, Hampstead, accepted the invitation of the Society to give the opening address on this subject: to indicate its relationship to other school subjects, and to set out the various points on which there is difficulty or difference in the practice of the class room. It is hoped that after such analysis members will work out, in their own class-rooms, some of the points on which there is difference, and will contribute their experiences at subsequent meetings of the Society.

The following syllabus will guide the discussion of the subject:—What is meant by the "teaching of English"? Is the teaching to be done by specialists, or must every teacher share in the work? What special qualifications are required in the teacher? How much time should be allotted on the school time-table, and how should the amount vary at the different ages? Which of the other school subjects bear most directly upon this, and what is the special contribution of each? Speaking and reading, facility or accuracy first? Audibility, expression, vocabulary. Composition, method and subject-matter in the different stages. Place of imagination, invention, imitation, translation. Correlation, testing. Dictation and spelling, aim and frequency of the dictation lesson? Analysis and grammar, to what extent are they (1) useful; (2) useless; (3) harmful? What may the teacher of foreign languages reasonably expect? Derivation of words. Miscellaneous reading.

BRANCHES.

Bath and East Somerset.—On November 13 Mr. F. C. Holmes, B.A., Head Master of the Bath Central School for Pupil-Teachers, read a carefully prepared, thoughtful, and suggestive paper on "The Training of Teachers." The President, Mr. Trice Martin, was in the chair, and, though there were especial attractions elsewhere in the city on this evening, there was a fair attendance of members. A discussion followed, in which Miss Young, Miss Wynne, Mr. Edwards, and Mr. Ridley took part. Some interesting points were brought out by the Chairman, who endorsed the view of the opener that the training should be post-graduate. He thought it should combine theory and practice, and that the latter should be obtained, as far as possible, in the class of school in which the student purposed becoming a teacher.

Guernsey.—The Guernsey Branch were "at home" on October 9

at the Ladies' College, the principal aim of the gathering being to hear a paper on "The Future of Educational Science," by Mr. M. W. Keatinge, Reader in Educational Theory at the University of Oxford. The attendance was large, and included Miss Mellish, Principal of the Ladies' College, the Rev. W. Campbell Penney, Principal of Elizabeth College, Mr. J. A. Munday, the Rev. J. Penfold, Mr. W. Sharp, Miss Foster, Mr. A. E. Hewitt, many of the Teachers' Guild, and masters of Elizabeth College. During his address Mr. Keatinge laid stress upon the manner in which persons of note differed as to the methods which should be followed in imparting instruction to the young. Some held this theory to be correct and others held that. Of modern educational talkers and writers, who held particular views upon education, Mr. Keatinge mentioned John Stuart Mill, Prof. Huxley, Henry Armstrong. The difficulties of what to teach were enhanced by the differences of opinion of those who were authorities on the subject. Mr. Keatinge passed on to the system of "cramming," by which means scholarships to the great seats of learning were usually won. He disapproved this system very much, as it was of no value in the end. A great point to determine the true course of education was the obtaining of statistics. If a great educational centre offered £100,000 for scholarships he would advise it to give £50,000 only for the scholarships, and £50,000 for statistics. With regard to psychological laboratories he contended that by their means a man's abilities could be "sized up" in far less time than by competitive examinations. In general the attempts to ascertain the educational value of science was a thankless one under present conditions. Thus he trusted that in the near future statistics would be accumulated to determine the right course to be followed.

Manchester.—The members of the Manchester Branch met on November 17 at the Girls' High School, Mr. H. A. Johnstone in the chair. Mr. John O'Dea, of St. Anne's School, read a paper entitled "Vignettes from an Ancoats School." [N.B.—Ancoats is one of the most destitute districts in Manchester.] He gave an amusing account of the type of school and schoolmaster to be found in Ancoats forty years ago. More closely allied to his real topic was his account of the shortcomings of the Ancoats scholar, and the difficulty there is in introducing him to the study of Nature. Asked what was made on the first day of Creation, one poor lad could only answer: "Bricks and mortar." Another was asked: "What makes trees grow?" The boy's father had to do with the machinery in a mill, and it was easy to trace the association of ideas which made the boy answer: "Oil." A sidelight on poor boys' lives in Ancoats was cast by the story of a boy who was absent from school for a fortnight through illness. "What was the cause?" asked the teacher.—"Eating orange peel." "Why did you eat orange peel?"—"There was newt else to eat." The youthful victim was one of the hungry children who haunt the region of the fruit stalls in the market. Some of the youngsters who attend the Ancoats schools get on in life. One of them was met by Mr. O'Dea, who asked him what he was now doing. "I am on the stage," the lad said, with pride. The teacher had visions of an embryo Macready or Irving. "And what parts do you play?"—"Oh! I am one of the hind legs of the giraffe!" It was clear from the lecturer's chat that in order to get at the Ancoats lad you must have a sense of humour and must bait your lessons with something laughable. It was one of the compensations for a somewhat depressing view of the conditions of the people to find his experience showed that the poorest somehow manage to cultivate a cheerful spirit. At a previous meeting, on October 27, Miss H. Busk, of the Council of the Guild, gave a lecture on "Sicily," illustrated by lantern slides.

Norwich.—As an outcome of a lecture given by Mr. Cloudesley Brereton on "The Teaching of Modern Languages," it was decided to form a French Reading Circle as an offshoot of the Guild. The lecture coming almost immediately before the Easter vacation of 1905, it was impossible to take any further steps in the matter until the summer term. Early in June, however, an extraordinary meeting of the Guild was held, at which, after considerable discussion, it was decided to start a *Cercle français*, membership of which would be restricted to those having at least some literary knowledge of the language. Mr. Gould, a former President of the Branch, was elected first President of the *Cercle*, and other officers were appointed. It was further decided that the Circle should not be confined to members of the Teachers' Guild, but that others should be invited to join on payment of 2s. 6d. as annual subscription. During the summer term two very successful meetings were held. At these French plays were read aloud, and during the latter part of the evenings French songs and recitations were given. Meetings continue to be held fortnightly at the private residences of the various members.

Oxford.—The Oxford Branch, which meets usually three times in the eight weeks' term, arranged the following programme for the October term, 1905:—(1) a paper on a literary subject; (2) a lecture on some topic of general interest; (3) an educational discussion. On October 27 Mr. Sidgwick read a paper on Carlyle, of which the main aims were to present a general survey of his writings, the principles and views that underlie his essays and histories; a brief discussion of the bearing of these views and principles on politics and contemporary

history; and some attempt to estimate his literary qualities and genius. The attendance was about thirty. On March 17, Prof. Bullock (Professor of Chinese at Oxford) gave a very complete account of the State system of examinations in China, prefaced by a short description of the elementary school. Calligraphy is a high art in China, and is tackled by the primary schools at the outset, the letter words being committed to memory in a sort of rime, by eye and ear, and, later, inscribed by a process at first mechanical, but gradually becoming familiar and "second nature" to the child. The native classics of the country are the whole and entire curriculum. Sufficient arithmetic for the common business of life is acquired at home. The selection of approved scholars begins in the rural district; a second examination awaits these (and all the rejected try again as a rule!) at the county town; and Peking finally has a crowd of sighing competitors for a few places—the Emperor personally making choice among the best five. The last mail announces the total annihilation of this system by order of the Empress. On Friday, December 1, Miss Plaisted (of St. Barnabas' Schools, Infant Department) will read a paper on "The Education of Children under Five years old," to be followed by a discussion.

Sheffield.—At Sheffield University, under the presidency of Principal Hicks, D.Sc., a meeting of the Sheffield Branch was held on November 15, when the Rev. F. A. Hibbert, M.A., Head Master of Denstone, attended by invitation to give an address on the Woodard Schools. Mr. Hibbert was till recently Head Master of Worksoop College. He told how the Woodard Schools originated some fifty years ago. It was then that Mr. Woodard began to formulate a scheme for the foundation of a society which should take in hand secondary education for Church people, recognizing the need for this before the days of Royal Commissions and County Councils. The old public schools had in most instances fallen into the hands of the wealthy, and the poor were well supplied by national and similar schools; but the classes between the very rich and the very poor were then unprovided for. His idea was to build boarding schools to be conducted on the lines of the old public schools, but with greater economy, and so to be within the reach of all. Many men of different temperaments supported him, such as the Prince Consort, Lord Brougham, Lord Addington, Sir John Patteson, Lord Lyttelton, Mr. Beresford Hope, John Keble, Bishops Wilberforce, Lonsdale, Selwyn, and others. Some could not follow him in the decided Churchmanship which gave its origin to the scheme; but Mr. Gladstone appreciated his work to the end, and gave him his Canonry at Manchester; while Lord Salisbury was a trustee of the Society to the day of his death. The first schools arose in Sussex: Lancing, Hurstpierpoint, and Ardingly. Then, in 1866, the movement spread to the Midlands, where Provost Meynell, Bishop Mackarness of Argyll and the Isles, and Sir Percival Heywood, Bart., took up the work with energy and success. There are now schools, at varying fees, for boys, besides those mentioned, at Denstone, Ellesmere, Worksoop, Taunton, and Bloxham; and for girls at Abbots Bromley, Bangor, Bognor, and Scarborough. Mr. Hibbert pointed out that the schools have all been built by the money and energy of Church people for Church people, and are maintained in loyalty to the authorized standards of the English Church. Each school is under the supervision of the bishop of the diocese, and the "religious difficulty" is avoided by seeking no aid from public funds. Educationally, however, the schools welcome all public inspection and examination, and they have received hearty encouragement from the educational authorities.

Southampton and District.—The first meeting of the session was held in the Hartley University College on Friday, October 27, by invitation of Principal S. W. Richardson. There was a large gathering of members and their friends, and the lecturer for the evening was Prof. E. Cavers, D.Sc., who delivered a most interesting address on "The Plant Life of Heaths." The lecture was illustrated by a number of slides, and many of the facts described represented original research on the part of the lecturer, who indicated, by a number of remarkable instances, the way in which the plants of moors and heaths adapt themselves to their environments. After a hearty vote of thanks had been carried, the meeting proceeded to elect officers and Committee for the coming session. Mr. Seymour J. Gubb, Head Master of the Taunton School, was elected President; Mr. Telford Varley, Head Master of Peter Symonds' School, Winchester, Vice-President; Miss Allnutt, of New College, Treasurer; and Profs. Masom and Watkin, Joint Hon. Secretaries. The out-going members of the Committee, Miss G. F. Henry, Dr. Richardson, Mr. Ellaby, and Prof. Fletcher, were unanimously re-elected, and Miss Prumm, of Winchester, was added to their number. Prof. Masom was appointed to represent the Branch on the Council of the Teachers' Guild. Prof. Hearnshaw, the out-going President, was cordially thanked for the admirable way in which he had filled the chair and conducted the business of the Society. It appeared from the report that the past year had been a prosperous one: the number of members had risen to seventy-six, and the meetings, of which five were held, attracted an average attendance of over fifty. It was hoped to increase the usefulness of the Branch by taking part in an educational conference, which it was proposed to hold next summer in the Hartley College. A letter on

this matter was read from Dr. Richardson inviting the co-operation of the Guild, and on the motion of Mr. Fewings, seconded by Mr. Gubb, and supported by Miss Allnutt, it was agreed to extend every possible support to the movement. The second meeting was held on November 10, at New College, by kind invitation of Miss Allnutt. Miss Howard Spalding, of the Goldsmiths' College, late Frances Mary Buss Travelling Scholar, spoke on the subject of "Rural Education in North America," of which we must reserve an account.

The third meeting will be held at Winchester on Saturday afternoon, December 2, by kind invitation of Miss Cederberg and Miss Primm. Mr. Telford Varley will lecture on "The Teaching of Geometry." The Branch has received a number of copies of recent publications, by the kindness of Messrs. Macmillan, which will shortly be deposited in a place where they will be easily accessible to members. The Secretaries will be glad to receive books from other publishers. Negotiations are also pending which, if successful, will give members of the Branch access to a library containing the recent standard works on educational subjects. In these ways it is hoped to give those members who are teachers opportunities of consulting the newest and most valuable books on any subject in which they are interested.

Three Towns.—At a meeting on November 14, in the Athenæum, Plymouth, the President, Mr. C. S. Jago, F.R.G.S., gave his address, his subject being "The Guild in relation to the Work and Position of Teachers in the Immediate Future." The consummate aim of the Guild was, he said, to decentralize control and unify authority, and the resolutions of the 1901 Conference at Brighton were almost entirely incorporated in the Education Bill of 1902. With a view to describing the present position of educational matters without bias or prejudice, the lecturer showed that the consideration of the Education Act had been side by side with the subject of the registration of teachers. The Education Bill was an exceedingly fair one, and judiciously thought out, but during its passage through Parliament it had received such insidious alterations as rendered its operation exceedingly uncertain and very partial, and detracted from its nature of an Imperial measure. However, as it had become law, it must be accepted with loyalty. It was impossible to ignore the unequal treatment rendered to former Board schools and voluntary schools by many Local Education Authorities. The members of the Branch had moulded to a great extent the opinions of the legislators responsible for the revolutionary change in matters educational, but the present was a period of resettlement; and he quoted extensively the opinion of Dr. Sadler on the position of private schools. The practical needs of the present situation were the greater efficiency and inspection of private schools, the study of methods of teaching by the masters and mistresses of private schools, and the engagement only of highly trained assistants. A number of slides were shown illustrating various points in the lecture, especially the development side by side of voluntary and Board schools. An interesting discussion followed, the speakers being Revs. J. M. Hodge and M. J. Burns, and Messrs. T. P. Treglohan, E. Ruse, G. P. Dymond, F. H. Thomas, and G. J. Michell. Mr. Jago was warmly thanked for his excellent review of the work of the Guild.

Programme for the Session 1905-6.—Meetings at the Athenæum, Plymouth. October 24, 1905, Conversation. November 14, President's Address: "The Guild in relation to the Work and Position of Teachers in the Immediate Future"; Council Meeting at 7 o'clock. December 5, Lecture on "Normandy," illustrated by limelight views, by Rev. S. G. Ponsonby, M.A. January 30, 1906, Lecture on "The Spaniards at Home," illustrated, by Rev. M. J. Burns; Council Meeting at 7 o'clock. February, Special Public Lecture by the Ven. Archdeacon Sandford (date and subject to be announced later). March 6, Lecture on "Japan and the Japanese," illustrated, by the Rev. A. F. Ryder-Bird; Council Meeting at 7 o'clock. March 27, Lecture on "Method v. Results," by Mr. F. H. Colson, M.A. April 10, the Annual Meeting. Each meeting begins at 8 o'clock. Coffee and social half-hour from 7.30.

CORRESPONDENCE.

ARE SCHOOL HOLIDAYS TOO LONG?

To the Editor of The Journal of Education.

SIR,—The bare suggestion that the holidays are too long stirs up the indignation of teachers into a white heat; for they feel that a blow here strikes at the very vitals of their calling. We cannot exonerate *The Journal of Education* from an attempt to aggravate the position; for, if I remember rightly, you have repeatedly stated your opinion that the holidays in secondary schools are too long. May I, therefore, trespass so far upon your good nature as to ask a short space for a report the burden of which is that the holidays usual in secondary schools—viz., thirteen to fourteen weeks—are not too long? There had been long and continued ferment in the breasts of a few

governors of my school, and when I was requested to bring up a report dealing with the holidays, with a view to shortening them, I had indeed serious misgivings as to the result. Happily, however, the following report was received and adopted unanimously, thus putting to rest, at least for a time, a bogey of some pretensions. The report is as follows:—

After considering the question of the length of holidays, and making due inquiries, I am not disposed to recommend reducing them. The following considerations have led me to hold this view.

1. It is the universal custom of secondary schools in all the countries that I know of to observe three terms varying from ten to thirteen weeks, thus leaving thirteen weeks for vacation. This is so in Wales, England, Scotland, Ireland, France (where they have eight weeks in summer), Germany, and Switzerland. I cannot speak with confidence of America, though I should be surprised if it were not also the rule there. In Scotland—perhaps the country where education is best and foremost—even the elementary schools get six weeks vacation in summer, whilst the secondary schools get from eight to nine weeks in summer, two weeks at Easter, and two at Christmas. The tendency in elementary schools generally is to lengthen vacations.

2. There must be some solid reason for this apart from the force of tradition, or a desire to meet the wishes of teachers, as in some of the countries mentioned there is but little tradition, and the professional opinion of teachers who are State servants has not the force it may have elsewhere.

3. The great reason centres around the welfare and particular time of life of young people of the age of those who attend secondary schools. It is the age when they reach maturity, and when a change of life makes it incumbent upon them to have considerable freedom of movement, which is incompatible with long-continued confinement in school. The frequency of ailments attending young people of this age is very noticeable, especially amongst girls.

4. A lamentable amount of ignorance prevails upon this matter, even amongst parents; for many of them thoughtlessly, and, perhaps, selfishly, object to the limited freedom which their children get. On mature consideration, however, very few parents, and those only in the lowest ranks, ever see their children getting too much freedom.

5. Whenever holidays are discussed, the calling of the teacher usually looms large, for it is a natural question: Why should teachers get longer holidays than other people? I have already shown that it is primarily not a question of teachers' privileges, but of the pupils' health. But, even if the teacher's position be considered, it needs but little inquiry to be convinced that the teacher's work is more concentrated, and, hour for hour, makes a greater drain upon his mental energy, than that of any other calling with which it can be compared.

6. In secondary schools in particular, the teachers undertake considerable work outside the usual school hours, such as the marking of exercises, the jurisdiction of games and other school organizations, besides heavy preparation of lessons for the following day. In this respect secondary teachers stand alone, elementary teachers not needing so much preparation, and college tutors having considerably longer hours for it, the latter seldom teaching more than two hours a day.

7. The excessive mental drain which teachers undergo and the nature of their vocation make it necessary that they should have considerable time of leisure, to read and keep themselves fresh and intellectually alert. The knowledge which is their capital, and upon which they draw regularly whilst at school, cannot be stored as in a bank, but for ever runs low, except it be constantly added to. Hence teachers make use of a portion of their holidays to keep up the level of their scholarship; for, should this run dry, the immediate sufferers will be the pupils for whose benefit both schools and teachers exist. Most secondary teachers that I know of, in some way or other, make use of their holidays, not only to recuperate their physical strength, but also to stimulate their mental activity for the immediate benefit of their pupils.

8. It would be invidious to adopt a plan for this school which would weigh heavily upon the staff, as compared with that of any other secondary school. It would only result in increasing the difficulty of retaining our present staff or of adding to it. This difficulty is serious enough already.

9. As far as your Head Master is concerned, it is right that I should state that the amount of clerical work he has to do has so increased of late that two or three of the seven weeks in midsummer are given to the writing out of reports, forms, and returns, for the Board of Education and other authorities, and in making due preparation for the organization of the work in the coming term.

—Yours truly,

Llanely, Carmarthenshire.

WILLIAM LEWIS.

GRANTS FOR TEACHING IRISH.

To the Editor of The Journal of Education.

DEAR SIR,—I have read with much surprise the statement made in the current number of your journal by your Irish correspondent: that

the withdrawal by the Treasury of the fees hitherto paid for the teaching of Irish as an extra subject is not a grievance, "the teaching of Irish being otherwise well provided for." If your correspondent had denied the grievance on the ground that Irish was a subject of small importance, his position would be comprehensible—a strong minority in this country would agree with him; but the statement he actually makes is most misleading. It is evidently based on the delusive permission of the National Education Board to allow the Irish to be taught as an ordinary subject, within school hours, in primary schools, whenever the manager agrees to it, no extra remuneration being given to the teacher for such instruction.

Hitherto the "extra" subjects taught in National schools have been French, Latin, mathematics, and Irish. Few studied French and Latin—less than 3,000 students in all Ireland in 1903; while the two latter were very popular. 92,619 children were studying Irish in the above mentioned year. Cookery was an ordinary subject in girls' schools, but was not obligatory, and was not commonly taught—at least, in country schools.

According to the new rules, the "extra" subjects are all cut off; but mathematics, the only popular one besides Irish, is now to be a compulsory subject for boys, while cookery and domestic economy are "strongly recommended" (that is, are practically compulsory) for all girls.

Thus the ordinary school programme, already overcrowded, is to have an extra subject added to it. Where, then, is the time for Irish to come from? If a teacher attempts to squeeze it in, it is always open to any Inspector to oblige him to give up teaching it by declaring that one or other of his obligatory subjects is unsatisfactory.

Mr. Dale, the English expert who lately inspected the Irish National schools, declared, in his report, that Irish and cookery were the two educational subjects in which Irish parents seemed most interested; and, he implies, even more in the former than in the latter. The Commissioners of National Education themselves, in their memorandum to the Treasury, confessed that, even in English-speaking districts, there was "a strong sentiment," both among teachers and pupils, in favour of Irish, and that it had therefore "a high educational value." Yet, having said this much, they tamely allowed the fees to be withdrawn.

The Gaelic League may be somewhat uncomfortably zealous, but it does not seek "to force the language on every one." It does not ask that Irish should, like mathematics, be made compulsory in every National school; but merely that, as hitherto has been done, it should be taught where the manager, the parents, and the teacher desire it, and that the fees given for it as an "extra" since 1878 should not be discontinued at the arbitrary dictum of the Treasury, which apparently claims to know better than the school managers, the parents, the teachers, and even the Commissioners of National Education, what it is most expedient for Irish children to learn.—Yours very faithfully,
AN IRISH SECONDARY TEACHER.

TEACHERS FOR SOUTH AFRICA.

To the Editor of The Journal of Education.

SIR,—In consequence of my having visited South Africa of late and of having seen something of the state of affairs, I have been asked by a leading member of the South African Colonization Society to do what I can to make known the educational wants of these colonies and the efforts the Society is making to cope with them. Their Education Committee acts as an intermediary between (1) teachers in Great Britain desiring posts in South Africa and (2) Government Departments for Education or private employers in South Africa.

The Committee invites communication and co-operation from (a) principals of training colleges or other educational bodies and qualified teachers of all sorts in Great Britain, (b) officials and private persons in South Africa who require the services of first-rate teachers.

There is a growing demand for qualified men and women teachers, both elementary and secondary, as well as for trained musicians, private governesses, and technical teachers; also typists and shorthand writers are sent out through this Committee, and should apply in the same way.

The following educational authorities have expressed their approval of these objects, and have consented to give the benefit of their advice on points of special difficulty:—Sir W. R. Anson, Sir K. C. Jebb, Sir H. Craik, and Mr. H. T. Gerrans.

Over so wide a field—comprising the greatest part of the Continent south of the Equator—it would be misleading to generalize as to condition of service and emolument, but full particulars can be obtained from the Education Secretary, South African Colonization Society, 47 Victoria Street, London, S.W.; whilst applications respecting Scotch teachers should be addressed to The Scottish Representative on the Education Committee, S.A.C.S., 42 Frederick Street, Edinburgh.

As to the need for experienced teachers and the importance of the work—both from an educational and an Imperial point of view—no doubt can exist in the mind even of the most cursory visitor.

As to the strenuousness of the people and their hospitable instincts,

surely every member of our late expedition can do no other than speak well of these.—I am, Sir, faithfully yours,
J. O. BEVAN,
Member of the General Committee and of the Sectional Education Committee of the British Association for the Advancement of Science.

Chillenden Rectory, Dover.

November 14, 1905.

THE TEACHING OF JUNIOR CLASSES.

To the Editor of The Journal of Education.

DEAR SIR,—We occasionally hear pleas for the better teaching of junior classes, and there seems to be in many quarters acquiescence in the theory that young children need the most experienced and sympathetic teachers. But practical application of the theory seems still far off. Why?

Let me give the case of a teacher (not an imaginary one) who took in succession three posts as teacher to lower forms. Her greatest interest and sympathy are for and with young children, and she is not (by degree or otherwise) theoretically qualified to take the higher forms. In each post, when it had been seen that she could get good results, she was gradually moved to higher work, where the results would show, while the younger children were left to a young and inexperienced junior mistress. In one case a mistress was told that the Inspectors would not accept the other available teacher for the registered science pupils; so the latter was put to teach the classes below the science ones. This does not show much respect for the common sense of the Inspectors.

I fear that we are still in thralldom to examination results, and I believe that here lies the cause of the neglect of the lower forms. With even the best teaching a junior form cannot make much show in examinations, and therefore cannot add to the "Honours List"; so it is not worth while to put a capable teacher to teach it. A junior mistress at a "junior salary" is considered enough, except by a few far-seeing head teachers. So it seems impossible for an experienced teacher to obtain a post at a reasonable salary in the lower part of a school, though she may know with absolute assurance that there lies her sphere of greatest success and influence for future good.

Perhaps in time Inspectors will look more thoroughly into the training of the children under twelve years of age in secondary schools. At present the organization of a sound four years' course is absorbing the attention of the Board of Education; but, after all, four years is the shorter part of a school life of at least nine years.

A LOVER OF THE JUNIORS.

FEDERATED COLLEGE AND REGISTER.

To the Editor of The Journal of Education.

SIR,—It will be a great loss to the teaching profession if the Federation Scheme falls through. By federation we can act and speak with authority, and gain the respect and attention of the community; by it we become an organized profession. A start surely can be made on some common basis: the College of Preceptors offers the use of its buildings.

Further, there seems to be in this a solution of the Registration question. The present Register is a failure; it satisfies no one. Why should not the Federation Body, when formed, establish a Register, which would be accepted and employed by the whole of the secondary schools and teachers, just as the Law Society and the Medical Council keep and superintend their own Registers? What have we to do with a Government Register at all? It's a Professional Register that we want; and surely we, as a body, can arrange for the details, establishment, and keeping of the same.—Yours, &c.,
ACTION.

THE PHONOGRAPH.

To the Editor of The Journal of Education.

DEAR SIR,—May I, in the name of my brother and sister phonographs, remind Mrs. Frazer that "Qui trop embrasse mal étreint"?

There is a story of a giant who told his friends that he could throw a stone higher into the air than any of them. He seems to have been fortunate in finding a lark that didn't sing. Does Mrs. Frazer think that her lark will not sing if once introduced into class-rooms?

The tragic scene that would be the result of shutting me up in a padded room with an irate schoolboy may best be described in the words of Victor Hugo. Let this be a warning.

After a brief interchange of courtesies you would see me becoming "on ne sait quelle bête surnaturelle. C'est une machine qui se transforme en un monstre. Elle va, vient, s'arrête, paraît méditer, reprend sa course, pirouette, se dérobe, s'évade, se cabre. . . C'est un béliet qui bat à sa fantaisie une muraille [tête?]. Ajoutez ceci: le béliet est de fer, la muraille est de bois. C'est l'entrée en liberté de la matière; on dirait que la méchanceté qui est dans ce que nous appelons les objets inertes sort et éclate tout à coup; cela a l'air de perdre patience et de prendre une étrange revanche obscure; rien de plus inexorable que la colère de l'inanimé. Ce bloc forcené a . . . l'agilité de la souris, l'opiniâtreté

de la cognée, l'inattendu de la houle, les coups de coude de l'éclair, la surdité du sépulcre. Et que faire? Comment venir à bout?... Que devenir avec cette brute de bronze? De quelle façon s'y prendre?"

Because I may be of very great use to the advanced student who studies intonation, and because my pronunciation is often better than that of many modern language teachers who are not first-rate linguists, it is argued that I can work miracles for beginners. "Ergo glu capiuntur aves."—Yours truly,
PHONOGRAPH.

November 12, 1905.

To the Editor of *The Journal of Education*.

SIR,—With reference to Mrs. Frazer's interesting article on the phonograph as an aid to pronunciation, may I say that the gramophone was introduced with great success at the voice training class at our holiday course for teachers last summer? Mr. Filmer Rook, our professor, produced records of several songs sung by great singers, and the class stood around, listening, comparing, and discussing the renderings from the point of view of interpretation, tempo, phrasing, and change of register.—Yours very truly,

Tonic Sol-fa College, November. J. SPENCER CURWEN.

PUNCTUATION.

To the Editor of *The Journal of Education*.

DEAR SIR,—Whilst appreciating the kind notice of "Punctuation: its Principles and Practice" which appears on page 787 of *The Journal of Education* (November), we should like to make clear what seems to be a misunderstanding in the notice. The quotation there made of the last sentence of the book is taken from Appendix B, which is a translation of "Interpungendi Ratio." As stated on page 130 of our book, we kept as close to the original punctuation of Manutius's treatise as translation allowed, and your reviewer's criticisms on the sentence quoted apply rather to Manutius than to us.

A propos of the reviewer's concluding remark, we should like to call attention to page 102, where we mention the systematic omission of punctuation marks in legal documents.—Yours faithfully,

T. F. HUSBAND.

M. F. A. HUSBAND.

November 17, 1905.

BOOKS OF THE MONTH.

Art.

Nelson's New Drawing Course. By J. Vaughan. Teacher's Handbook, Stage V. 2s. 6d.

The Cathedral Builders in England. By Edward S. Prior. Seeley, 7s. net.

Wagner. By John F. Runciman. Bell's Miniature Series of Musicians. 1s. net.

Southwark Cathedral. By George Worley. Bell's Cathedral Series.

A History of Theatrical Art in Ancient and Modern Times. By Karl Mentzius, translated by L. von Cossell. Vol. IV., Molière and his Times. Duckworth, 10s. net.

Discourses delivered to the Students of the Royal Academy. By Sir Joshua Reynolds. With Introduction and Notes by Roger Fry. Seeley, 9s. 6d.

[These famous lectures are still of interest, not only to the art student, but to the student of the art of teaching. The illustrations are excellently reproduced, and Mr. Roger Fry's notes are pointed and to the point.]

A History of Architectural Development. By F. M. Simpson. In 3 vols. Vol. I. With Illustrations. Longmans, 12s. 6d. net.

[This is the first volume of a projected architect's library. It includes Ancient, Early Christian, and Byzantine architecture, extending from the Pyramid days of old Egypt to about 1,000 A.D., the year in which it was foretold that the world would come to an end. Prof. Simpson is a rare combination of a scholar and a practical architect.]

Chemistry.

A Three Years' Course of Practical Chemistry. By G. H. Martin and Ellis Jones. (1) First Year; (2) Second Year. Rivingtons, each 1s. 6d.

Qualitative Chemical Analysis, Organic and Inorganic. By F. Mollwo Perkin. Longmans, 4s.

First Steps in Quantitative Analysis. By J. C. Gregory. E. Arnold, 2s. 6d.

An Elementary Text-book of Inorganic Chemistry. By R. Lloyd Whiteley. With 137 Illustrations. Methuen, 2s. 6d.

Exercises in Quantitative Chemistry. By Harmon Northrop Morse. Ginn, 8s. 6d.

[This does not profess to be a Quantitative Chemistry, but notes on laboratory work by the Professor in the Johns Hopkins University, to guide both teacher and student in profitable lines of study.]

Classics.

The Odyssey in English Verse. By J. W. Mackail. Books IX.-XVI. Murray, 5s. net.

[Translated in Fitzgerald quatrains.]

An Elementary Greek Grammar. By John Thompson. Murray, 3s.

[Intended as an introduction to the author's "Greek Grammar for Schools and Colleges." The two parts, "Accidence" and "Syntax," can be purchased separately, 1s. 6d. each.]

Ovid, Elegiac Selections. By R. B. Burnaby. Blackwoods' Classical Texts. 1s. 6d.

Harvard Studies in Classical Philology. Volume XVI. Longmans, 6s. 6d. net.

Thucydides, Book I. Edited by E. C. Marchant. Macmillan, 3s. 6d.

Four Plays of Euripides. By A. W. Verrall. Cambridge University Press, 7s. 6d. net.

[The plays are Andromache, Helen, Heracles, Orestes.]

Commerce.

The Cotton Industry and Trade. By S. J. Chapman. Methuen, 2s. 6d. net.

[A chapter in economics.]

Monopolies, Trusts, and Kartells. By F. W. Hirst. Methuen, 2s. 6d. net.

[Part I. is based on an Oxford prize essay; Part II. treats mainly of the legal conditions of monopolies in England and America. For its bearings on the fiscal question the book well deserves study.]

Divinity.

The Sermon on the Mount. By Rev. the Hon. E. Lyttelton. Longmans, 12s. net.

[An inquiry into such religious and ethical questions as are raised by the Sermon on the Mount.]

The Life of our Lord. By Rev. G. P. Trevelyan. Rivingtons, 8d.

[The first of a series to be published under the auspices of the Society of the Catechism; written for Church of England children.]

Old Testament History from Jacob to Saul. By George Carter. Relfe, 2s.

[Text of Revised Version, with notes and biographical sketches.]

English.

Poems by George Crabbe. In three vols. Edited by A. W. Ward, Master of Peterhouse. Vol. I. Cambridge University Press, 4s. 6d. net.

[The chronological order is adopted. We are promised in the last volume a complete bibliography. It would be an impertinence to commend Dr. Ward as an editor.]

Matthew Prior. Poems on Several Occasions. Text edited by A. R. Waller. Cambridge University Press, 4s. 6d. net.

[Another of the Pitt Press's careful reprints. Variants of five editions are given in the notes.]

Descriptive Catalogue of Historical Novels and Tales. By H. Courthope Bowen. New Edition. E. Stanford, 1s.

[We welcome a revised and greatly enlarged edition of this Catalogue, the nucleus of which appeared in *The Journal of Education*, 1882.]

A History of English Poetry. By W. J. Courthope. Vol. V. Macmillan, 10s. net.

[Deals with eighteenth-century poetry; the zenith and decline of the Classical Renaissance and the early Romantic Renaissance.]

Bunyan's Life and Death of Mr. Badman and The Holy War. Text edited by John Brown. Cambridge University Press, 4s. 6d. net.

[The last volume of Cambridge English Classics.]

Shakespeare's Henry V. Edited by H. N. Hudson, with Additional Notes by Mr. H. Weston. Jack, 1s. 6d.

Selections from Addison. Edited by Barrett Wendell and C. N. Greenough, of Harvard College. Ginn, 3s. 6d.

Classified Grammar Facts. By H. Elsom. Brown's School Series, 1s. 8d. net.

Outlines of English Literature. By Henry E. Evans. Relfe, 1s. 6d.

On Ten Plays of Shakespeare. By Stopford A. Brooke. Constable, 7s. 6d. net.

[The plays are Midsummer Night's Dream, Romeo and Juliet, Richard II., Richard III., Merchant of Venice, As you like it, Macbeth, Coriolanus, Winter's Tale, Tempest.]

Shakespeare, The Tempest. Edited by Stanley Wood and A. Symonds. Oxford and Cambridge Edition. Gill.

(1) Charles Lamb. By Walter Jerrold. (2) Horace. By Rev. W. Tuckwell. Bell's Miniature Series of Great Writers. Each 1s. net.

John Lyly. By John Dover Wilson. Cambridge: Macmillan Bowes.

Geography.

- The World of To-day: a Survey of the Lands and Peoples of the Globe as seen in Travel and Commerce.** By A. R. Hope Moncrieff. Vol. III. Gresham Publishing Co.
[Vol. III. is on Africa. The illustrations are even more plentiful and more interesting than in the preceding volumes.]
- Laboratory and Field Exercises in Physical Geography.** By Gilbert H. Trefton. Ginn, 2s.
- The Balkan Peninsula.** By L. W. Lyde and Lieut.-Col. Mockler-Ferryman. Black's Military Geography. With maps. 5s.
- Historical and Modern Atlas of the British Empire.** By C. Grant Robertson and J. G. Bartholomew. Methuen, 4s. 6d. net.
- A Historical Geography of the British Colonies.** By C. P. Lucas. Vol. II. The West Indies. Second Edition, brought up to date. By C. Atchley. Clarendon Press, 7s. 6d.
- The Geography of To-day.** By C. A. Wood. Manchester: John Heywood, 2s. net.
[Specially intended for pupil-teachers.]
- First Stage Physiography (Section 1).** Edited by R. Wallace Stewart. Clive, 2s.
[Intended for the Science and Art Examinations of the Board of Education.]

Modern Languages.

- Uniform International Dictionary.** Phonetic Script. French-English, English-French. Editorial critic of French pronunciations, Paul Passy; of English, George Hemphill. Jack.
- Sure Steps in Intelligent French.** By H. R. Beasley. Sonnenschein, 1s.
- First Year German.** By William C. Collar. Ginn, 4s. 6d.
[An attempt to unite and harmonize the classical and natural methods, logical systematization of the facts and constant iteration and imitation of actual usage. Well carried out, plenty of translation, and good print.]
- Balzac's Les Chouans.** Edited by C. L. Freeman. Oxford Modern French Series. Clarendon Press, 3s.

Pedagogy.

- Let Youth but Know: a Plea for Reason in Education.** By Kappa. Methuen, 3s. 6d. net.
[A reprint of the famous articles in the *Westminster Gazette*.]
- Common Ailments and their Treatment.** By M. H. Naylor. E. Arnold, 1s. net.
- The Laws of Health.** By D. Nabarro, M.D. E. Arnold, 1s. 6d.
[Intended for the older pupils in elementary schools.]
- The Art and Practice of Laundry Work.** By Margaret C. Rankin. Blackie, 2s. 6d.
- Needlework practically explained, for the use of Student-Teachers.** By Harriett A. Hartley. Illustrated with upwards of 300 diagrams. A. Brown & Sons, 4s. 6d. net.
- An Analysis of Human Motion.** By F. Carrell. Simpkin, Marshall, 5s. net.
- Boys and their Management in School.** By H. Bompas Smith. Longmans, 2s. 6d. net.
[Suggestions to junior form masters.]
- A Primer of School Method.** By T. F. G. Dexter and A. H. Garlick. Longmans, 2s. 6d.
- The Teacher and the Child.** By H. Thiselton Mark. Fisher Unwin, 1s. net.

Science.

- A Glossary of Botanic Terms.** By B. D. Jackson. Revised and Enlarged Edition. Duckworth, 7s. 6d. net.
- A Guide to Electrical Examinations.** By F. H. Taylor. Percival Marshall, 1s. 6d.
- Elementary Physics, Practical and Theoretical. Three Years' Course.** By John N. Brown. Blackie, 2s.

REPRINTS.

- We have received from—
- Cassell & Co.**—King Solomon's Mines, by Rider Haggard. Illustrated Edition, 6s.
- H. Frowde.**—Ivanhoe; The Talisman. Illustrated Edition, 2s.—Poems of William Cowper, with portrait. 2s.
- Nelson.**—Sixpenny Classics: The Old Curiosity Shop; Uncle Tom's Cabin.
- G. Bell.**—The York Library: Goethe's Faust, translated by Anna Swanwick, with Introduction and Bibliography by Karl Breul. 2s. net.—Bell's Classical Translations: Choephore of Aeschylus, by Walter Headlam; Iliad of Homer, Books I. and III., by E. H. Blakeney.
- Blackie & Son.**—The Red Letter Library: Montaigne, Select Essays, 2s. 6d. net; Bacon's Essays, edited by E. H. Blakeney, 1s. 6d.—English School Texts: Napier's Peninsular War; The Black Hole of Calcutta; The General History of Virginia, Book III., 6d. each.

- Watts & Co.**—Jesus of Nazareth, by Edward Clodd, 6d.—The Future Place of Anglo-Saxons, by Major Stewart L. Murray, 6d.—Ethical Religion, by W. M. Salter, 6d.
- Dent.**—Selections from Prescott's Conquest of Mexico.
- Macmillan.**—Mrs. Beesly: Stories from the History of Rome, 1s. 6d.
- Rivingtons.**—French Prose Composition for Middle Forms, by J. Duhamel and B. Minssen. Sixth Edition, 3s. 6d.—German Prose Composition, by R. J. Morich. Third Edition, 4s. 6d.
- Chambers.**—Aue's Advanced German Grammar, Revised and Enlarged Edition, by Otto Schlapp.
- G. Allen.**—Ionica, by William Cory, with Notes, &c., by A. C. Benson. Third Edition.
- Stevens & Haynes.**—English Constitutional History, by T. P. Taswell-Langmead. Sixth Edition, revised throughout, with Notes, by P. A. Ashworth.
- Longmans.**—Hygiene, by J. Lane Nottter and R. H. Firth. Sixth Edition, 4s. 6d.

UNIVERSITIES AND SCHOOLS.

OXFORD.

There has been this term, so far as it has gone, the usual mass of small, uninteresting, but necessary business which naturally belongs to the opening of the academic year; and the usual lack of proposals of important changes or reforms—for the simple reason that any discussion (of plans which the leisure of the Long Vacation may give rise to) has not yet had time to ripen them and formulate them for the public. As I mentioned last month, there were signs, soon after we met in October, that the Intermediate Examinations were again likely to be the subject of discussion, and that proposals were already being tentatively put forward. This has gone further during November; but all that the public as yet know is that Council has appointed a Committee to consider various questions connected with Pass Moderations. The letters and references which have appeared in the *Magazine* show that there is dissatisfaction, and that the general idea is that there should be fewer books and more intelligent study of the matter. For the next step we shall have to wait till the Committee reports and Council decides on its line of action.

For the rest there has been a large amount of business in filling up vacant places on the steadily increasing number of Delegacies and Committees and Boards of Electors thereto; a considerable number of decrees relating to colonial or foreign students—business which will henceforth be normal instead of exceptional; but nothing which is of general educational interest. There has been, it is true, one large gathering of Masters of Arts, called a Convocation, but really consisting almost entirely of residents—which, perhaps, ought not to be quite omitted here. Given as briefly as possible, the facts are these:—The Bodleian Library and the adjacent buildings are under two boards of Curators: the former administered by Bodleian Curators, the others (including the open spaces) by the Curators of the Chest, whose offices are in the Clarendon Building that faces Broad Street. In this building are various other offices, rooms for several Delegacies, Boards of Faculties, &c.; and the top floor is let to the Women's Association, containing library, office, and lecture-rooms. All these buildings are in constant use during term, and secretaries, officials, readers in the Bodleian, and women students are in daily attendance. Many of them live some distance off, and the bicycle is therefore much in evidence. The whole question turned on the provision of shelter for the bicycles. The passage from the Bodleian quadrangle to the Sheldonian was through an old picturesque building known as the Proscholium, vulgarly called the Pig Market. It was disputed which Curators controlled this. The bicycles were placed there, removed, and replaced; and at last decency suggested that Convocation should be asked expressly to sanction this use of the Proscholium, described by the respective bodies as a "convenience" or a "desecration," and so put an end to the unseemly conflict. This is the sort of conflict that draws the largest houses, involving as it does personal questions, a question of taste, and a question of practical convenience; and 191 Masters of Arts appeared, as well as several strangers. The debate was ideally brief, one speech on each side, and the vote was decisive. The majority of 81 banished the bicycle from the Pig Market.

We have had several distinguished visitors to Oxford this term, among whom were Earl Roberts, who delivered an address, on November 15, to the Union on "The North-West Frontier of India"; Sir Oliver Lodge, who spoke on "Psychical Research," and incidentally introduced a most interesting comparison of the scientific and literary education, particularly as affecting the attitude of the men trained in each towards new facts; and the Bishop of London, who dealt with the question of intemperance among young men. The sermon has been published, and is certainly a sincere and forcible appeal; but it may be questioned whether in these days, when every newspaper is on

the look-out for thrilling head-lines, such a sermon from an outsider (who cannot adequately know the facts) is not likely to lead to much misleading inference, and hamper rather than help the authorities of the colleges.

Prof. Bradley gave his last lecture as Poetry Professor at the end of November. It is generally felt that he has been an exceptionally successful Professor, and has evoked and sustained the greatest interest in all the subjects he has touched. His audiences have been larger, we believe, than those of any predecessor, even including Matthew Arnold. Who is to succeed him will be settled early next year.

CAMBRIDGE.

Whether it is due to the fact that we have vindicated our character for devotion to Greek, "be it never so humble," or whether it is due to causes totally unconnected with Greek, opinions may vary, but the present term has

The Entry. seen about a hundred more freshmen matriculate than have done so in all the subjects he has touched. His audiences have been larger, we believe, than those of any predecessor, even including Matthew Arnold. Who is to succeed him will be settled early next year.

One of the marked changes this term is the disappearance of hoardings and masons and hazardous temporary stairs from the University Library, and the opening of the new entrance. This sounds a small matter till you have

The Library. been to the Library. Till now one entered through the old cloister, and to reach the catalogue one had to go upstairs and pass through a long room, interesting and full of books, but for the moment in one's way. If one wanted a back number of the *Athenaeum* or a German poet, the way was the same but longer, for after winding through the catalogue one had to go down a spiral stair to the ground level again. Now we have an entrance and a stair which communicate at once with the various levels, and the whole arrangement is immensely more convenient. It adds to the value of the Library by saving time to every one who has to use it.

We have had Sir Clements Markham here to begin the geographical year with a lecture, and an excellent lecture it was. **Lectures.** We shall be glad to see and hear him again. Since then we have had Sir Archibald Geikie on "Geology from Aristotle downwards"; and a most interesting exhibition of lantern pictures to illustrate Borneo life and scenery has been given by Dr. Hose, of Rajah Brooke's Civil Service. The new geographical department has started well, and gives promise of a vigorous life.

Mrs. Burton-Brown has been lecturing for the Classical Society on "The Roman Forum," Dr. Headlam on "Prometheus and the Garden of Eden," and Mr. R. A. S. Macalister on his recent excavations at Gezer.

The Syndicate which was appointed to look into our system of education and to keep an eye on the Greek question is still sitting, though the public is not informed with any precision as to its doings. Meantime a memorial has been presented to the Vice-Chancellor, and has been referred by the Council to the Syndicate, which may be of some interest in the story of modern Cambridge. The memorialists, who are a strong body, suggest "the advisability of imposing upon all such candidates as may not otherwise be qualified for exemption the passing of the Previous Examination, or of another examination, in lieu of the Previous Examination, as a condition precedent to Matriculation in the University"; and they further suggest that in this Oxford and Cambridge should co-operate and establish a joint examination to qualify for Matriculation in either University.

The Financial Board have decided that, in their judgment, the sum of £28,464. 13s. 9d. ought to be raised in the present year by contributions from the colleges for University purposes. This is to be raised by a tax of 12½ per cent. on the college revenues. It may be of interest to mention that the aggregate incomes of the colleges, subject to this percentage, amount to £230,794. 15s. 11d. It sounds a big sum, but various dead lands are upon it, and vested interests antedating University reform, and more honestly earned pensions, have to come out of it, besides endless scholarships. Even so, enough seems to remain over to maintain a pretty effective group of colleges.

Perhaps the most interesting event of the term has been the election to the Norrisian Professorship, which Dr. Chase held. It is the only Divinity chair which a layman may hold. Mr. Burkitt is the most distinguished theologian in Cambridge—certainly among the younger men, and he has twice before stood for the chair. On these two occasions Dr. H. C. G. Moule and Dr. Chase were elected—both have since attained to bishoprics. This time the prophets had so many candidates that it amounted to their having none—and the layman was elected. It is a very happy omen of a new spirit (sorely needed) in Cambridge theology. The new Professor has written on Syrian Church History and Gospel Criticism, and, though he is a great scholar (he has edited the Curetonian Syriac, and he had a hand in the *editio princeps* of the Sinai Syriac), he writes pleasantly and with refreshing origin-

ality. But after all, the amazing thing is that the Heads of Houses (who are the electors to this chair) chose a layman to be Professor of Theology.

The Royal College of Surgeons of England has presented the Medical Department with a number of portrait engravings of eminent physicians and surgeons, chiefly of the seventeenth and eighteenth centuries.

Mr. Robert Stephenson, M.A., late chairman of the Cambs County Council, in the process of trenching for fruit trees near Burwell, came on the foundations of a Roman house and found in one room a tessellated pavement of great interest, the only one of the kind yet found in this part of England. He had it carefully taken up and presented it to the University. It is now in the Museum of Geology.

The Government of India has made the Library a present of some 71 books and MSS. from Tibet, a great addition to the material available for students of Tibetan in Cambridge, as the Librarian points out. So far one fears there are more materials for the study than students; but the gift is a very pleasant one, and the University will treasure it.

The late Mr. William Duppa Duppa Crotch, of St. John's, has bequeathed an estate worth about £8,000 (subject to certain life interests) to the Museum of Zoology. Lord Rayleigh, the new President of the Royal Society, and late Cavendish Professor of Experimental Physics, has given £5,000 from his lately awarded Nobel Prize to the University Benefaction Fund. It is understood but the money is to be devoted to the extension of the Cavendish Laboratory.

KING'S COLLEGE, WOMEN'S DEPARTMENT.

The inaugural lecture of the session was delivered in the Jehanghir Hall, University of London, on October 5, by the Bishop of Exeter, the subject being "Richard Hooker, his Life and Writings." The Principal of King's College made a statement as to the growth and development of the Women's Department during the past year, and pointed out that the finances of the college had greatly improved, the debt being now entirely paid off, the attendance at lectures much increased, and the number of matriculated students reading for London University degrees or Honours in the Oxford School of Language and Literature more than doubled. The problem now to be faced, he said, was the provision of adequate space for the various branches of work, the last available room in the building in Kensington Square having been used during the vacation for the extension of the Botanical and Zoological Laboratory. The Art School, under Mr. Byam Shaw, Mr. Vicat Cole, and Mr. Pownall, had grown considerably, and the college was fortunate in having been able to still further strengthen the Art staff by the addition of Miss Eleanor Fortescue Brickdale for the present session.

The scheme inaugurated in 1904 for the provision of systematic Biblical instruction has met with a most satisfactory response, and the large attendance at the various courses of lectures proves that the need of lectures of this kind amongst high-school teachers and others engaged in Biblical instruction has not been over-estimated by its organizers. It seems probable that additional value will accrue to the scheme in consequence of the intention of the Archbishop of Canterbury to grant a licence in Theology to women under conditions which include attendance at the King's College lectures.

A number of prizes and scholarships have been awarded to students of the Women's Department, of which the most noteworthy are the Skinners' Scholarship, won by Miss E. M. Bourne; the Inglis Scholarship (English) by Miss G. Harcourt Smith; and the Inglis Scholarship (History) by Miss Sparrow. Among the most successful lectures offered during the Michaelmas term were those given by Miss Cecil Gradwell on "Women in relation to Private Business and Public affairs," a second course of which is arranged for the Lent Term. A course on "Child Study" will also be delivered by Mrs. Clement Parsons.

MANCHESTER.

At the meeting of the Court of the University on November 16 some important developments were announced or foreshadowed. On the motion of Prof. Lamb,

University. Military History was added to the list of subjects for final courses in Arts. Since the appointment of Colonel Maude to the Lectureship on this subject, the matter has been freely discussed in the local papers, and it formed the subject of a very animated debate at the University Union on November 11, when Mr. J. W. Graham, Principal of Dalton Hall (which was founded by the Society of Friends), proposed a resolution to the effect that militarism blocks the way to national welfare. The motion was opposed by Colonel Maude, and lost by 50 votes to 43.

Two other matters which occupied the attention of the Court were the extension of the Halls of Residence (Sir William Houldsworth advocated adding to their number) and the accommodation for the Department of Zoology and Botany. Some heavy expenditure on these objects is foreshadowed in the near future.

The concordat between the University and the School of Technology is reported to be working satisfactorily. Eight members of the

staff of the School have been appointed University Lecturers. Mr. J. E. Platt, M.S., has been appointed Lecturer in Practical Surgery. The War Office has offered seven Army commissions to graduates of the University, including horse, foot, and Army Service corps, and it is anticipated that the Government may add a nomination for commissions in the Royal Engineers.

On the occasion of the retirement of Prof. Core, who has held the post of Professor of Physics for a great number of years, a staff dinner was given in the Union Buildings.

The University magazine, which appears this session under a new cover, contains an appreciative notice of the late Prof. Wilkins. It is interesting to read that he finished his last examination papers, and the last book he had to review, less than a week before his death.

A long *interim* report, bearing the signature of Prof. Findlay, appeared opportunely just previous to an interesting meeting at the School itself on November 23, at which Prof. Earl Barnes spoke on the work of an experimental and demonstration school. Important news as to the future of the Fielden School may be expected shortly. Great regret has been felt by the members of the Women's Day Training Department at the loss of Miss Dodd, whose appointment to the Principalship of Cherwell Hall, Oxford, has already been reported. A presentation was made to Miss Dodd on the occasion of her farewell visit, and she is announced to give a course of lectures here in connexion with the Training Department during the session. Prof. Sadler has lectured before the Manchester and Salford Trades and Labour Council on "The Bearing of Education on English National Life."

At the Manchester High School for Girls, Prof. Tout has been elected Chairman of the Governors in place of Prof. Horace Lamb, who has resigned after acting as Chairman for more than three years, having under taken this onerous duty on the resignation of the late Dr. Wilkins. Sir William Stephens, late Mayor of Salford, has been elected governor to represent that borough. This term the Head Mistress, Miss Burstall, is giving a short course of lectures in the Department of Education at the University on "The Oversight of Girls and other Problems of Management in Secondary Schools for Girls." A piece of land in Victoria Park has been lent to the school for use as a school garden.

At the Pendleton High School for Girls, much regret is felt at the loss of Miss M. E. Hall, M.A., who has been appointed Head Mistress of a new secondary school and pupil-teachers' centre at Loughton, in Essex. She will be succeeded by Miss Jay, B.A. London (Hist. Hon.), of Westfield College and the Datchelor Training College.

Mr. R. F. Young, M.A., has accepted an appointment as Deputy Lecturer in History at the University of Leeds. Though he has not been long at the school, Mr. Young's loss will be much felt. The University of Cambridge have appointed Prof. Horace Lamb a Representative Governor of the School. Under the presidency of the High Master the recently-formed Old Mancunians' Association held its first annual meeting at the school on November 6, when Mr. Paton spoke on "The Ideals of the School." The association is rapidly growing in numbers and influence. On November 8 a lecture on Nelson was delivered to the whole school by Miss Burstall. The latest issue of the school magazine contains reports of no less than nineteen school clubs and societies. Not the least flourishing of these is the recently formed Harriers Club, in the runs of which Mr. Paton frequently takes part.

SCOTLAND.

The Professor of Astronomy at Edinburgh University and Astronomer Royal for Scotland, Mr. Ralph Copeland, died at the Royal Observatory, Edinburgh, on October 27. Prof. Copeland, who was a native of Lancashire, spent part of his early life on a sheep-run, and afterwards at the gold diggings in Australia. He studied astronomy at Göttingen, where he was Assistant at the Royal Observatory, and afterwards joined the scientific staff of the second German Arctic expedition. After being astronomical assistant to Lord Rosse, and Assistant at the Observatory of Trinity College, Dublin, he went in 1876 to Duncricht, Aberdeenshire, to take charge of Lord Crawford's observatory. In 1889 he was appointed to the offices which he held at his death. He made many astronomical expeditions to various parts of the World, including Mauritius, the West Indies, South America, Norway, India, and Spain.

These have taken place at Glasgow, Aberdeen, and Edinburgh. At Glasgow Mr. Asquith was elected by a majority in all the "nations" over the Marquis of Linlithgow. At Aberdeen Sir Frederick Treves had also a majority in all the "nations" over the Right Hon. C. T. Ritchie, and at Edinburgh Mr. R. B. Haldane had a majority of thirty over Lord Duncedin. The students carried on their electoral campaign with the usual friendly fighting and distribution of peasmeal; but there was no serious disturbance.

The Prime Minister, as Chancellor of the University, presided at the autumn meeting of the Edinburgh General Council. The chief business was the election of Assessors to the University Court. The candidates were Mr.

J. Campbell Lorimer, K.C., and Mr. D. L. Lowe, LL.D., Head Master of Heriot's Hospital, who are the retiring Assessors, and Mr. John A. Trail, LL.D. The vote of those present was in favour of Mr. Lowe and Mr. Trail; but a poll of the Council was demanded, and as a result the retiring Assessors have been re-elected by a considerable majority. At the meeting of the Glasgow General Council, Mr. W. R. Copland and Dr. John Hutchison were unanimously re-elected Assessors to the Court. A motion, in the interests of teachers, to alter the day of meeting to Saturday was remitted to the Business Committee for further consideration. The Rev. Robert Craig, D.D., moved that a representation be made to the University Court in favour of a reorganization of the Divinity Faculty and the adding of new Chairs by combining the theological halls of various denominations. The motion was defeated by a small majority.

A successful Commemoration was held at Glasgow University in 1904, and arrangements have been made for another Commemoration on Wednesday, April 18, 1906.

Prof. Henry Jones will give an oration on "Francis Hutcheson," one of the earliest of the Scottish school of philosophy, who was Professor of Moral Philosophy in the University from 1730 to 1746. The functions will also include a religious service, a graduation, and a dinner in the Bute Hall.

A new organ, built by Messrs. Lewis & Co., at a cost of £2,500, has been placed in the Bute Hall. The organ is the gift of Mr. Andrew Carnegie. It was inaugurated by a recital, given by the University Organist on October 26.

A special course of public lectures on social philosophy is being delivered this winter. The lecturers include Profs. Henry Jones and William Smart, Dr. R. A. Duff, Lecturer on Political Philosophy, and Mr. Thomas Jones, Lecturer on Economics.

The University has lost a great benefactor through the death of Mrs. John Elder, who founded Queen Margaret College (the women's department of the University), endowed the Chair of Naval Architecture by a gift of £12,500, and added £5,000 to the endowment of the Chair of Engineering. She also made large contributions to the Technical College, and only a few months ago she gave £5,000 towards the endowment of a Chair of Astronomy in that institution.

At King's College there have been unveiled memorials of the late Sir William Geddes, Principal of the University, and the late Dr. John Fyfe, Professor of Moral Philosophy. The memorial of Principal Geddes is a marble tablet in the library, with a life-sized bust in high relief on a medallion, and that of Prof. Fyfe is a stained-glass window, also in the library.

Mr. Andrew Carnegie, Rector of St. Andrews University, has offered to the matriculated students of the University five prizes for essays on "International Arbitration as a substitute for War between Nations." The prizes are of the value of £100, £80, £60, £40, and £20.

The report of the Council of Dundee University College shows that there has been a small increase in the number of students, and that the income of the College for the year has slightly exceeded the expenditure. The Council has been absolutely compelled to refuse the generous offer of Mr. J. K. Caird to provide a physical laboratory for the College, owing to the conditions as to the structure of the building which Mr. Caird attached to his offer.

A Union for women students at Edinburgh University, to which Mrs. Carnegie contributed £500, was opened at the end of October. A similar Union is projected at Glasgow University, and an endeavour is being made to raise £10,000 for the purpose by means of a bazaar, to take place next winter.

This extra-mural medical school, in connexion with Glasgow Royal Infirmary, has in recent years, owing to various causes, been declining in the number of its students.

The Western Infirmary, which adjoins the University, is inevitably preferred for clinical work by most of the medical students, and the Governors of St. Mungo's College are naturally anxious as to the fate of their school. They have approved a scheme prepared by Dr. D. C. McVail, who is a governor of the College, a manager of the Royal Infirmary, and a member of the University Court. Dr. McVail's proposal is, in brief, that, instead of providing, as at present, merely a part of the medical course, St. Mungo's College should be so endowed as to be able to give a complete medical training, qualifying for the University degrees, and that it should then be established as an independent college, affiliated to the University of Glasgow. The amount of endowment required he estimates at £80,000. This sum, however, will provide nothing more than a number of very small salaries for professors; and Dr. McVail makes no reference to the cost of buildings and equipment. If this be taken into account, the amount

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of money to be raised will be so great as to make the scheme impracticable; and, even if the money were obtained, the University would be bound, in its own interests, to oppose the affiliation, as the success of St. Mungo's College under these conditions would seriously reduce the income from fees, every penny of which the University requires. Prof. Glaister has submitted a more modest scheme, in which the proposed endowment of the College is to be limited to the clinical subjects of the medical course; but it is doubtful whether this would afford a sufficient basis for affiliation, and also whether the College thus endowed would attract more students. The Royal Infirmary managers have remitted both schemes to a Committee for consideration.

The first meetings of the new Committees for the Training of Teachers have been held at St. Andrews, Glasgow, and Edinburgh. Mr. Struthers, Secretary of the Scotch Education Department, presided at each of the meetings, and made a statement regarding the work of the Committees, in course of which he indicated that the Department will shortly submit to the Committees, for their consideration and advice, a new scheme for the training of teachers, in which considerable modifications of the present system are proposed. The St. Andrews Committee elected Principal Donaldson as *interim* Chairman, and Prof. Chrystal was made *interim* Chairman at Edinburgh. Both of these Committees also co-opted three members "actively engaged in the work of education." The Glasgow Committee deferred until its next meeting the appointment of an *interim* Chairman and the co-option of members. An important feature of Mr. Struthers's statement to the Committees was the suggestion that, under the new scheme, pupil-teachers should cease to be members of the school staff in Scottish public schools.

IRELAND.

In connexion with the Training Department in Trinity College, Dublin, Prof. Culverwell has established a course of lectures intended for people already engaged in teaching, who therefore could not undertake the complete course of training. Lectures are being given twice a week, one of a public character, which is attended by very large audiences, and the other designed for the special course. Teachers who attend these lectures for two years and submit written work showing their appreciation of what they have heard, and who at the close pass the T.C.D. examination in education, will receive a special certificate. It might be feared that such a course might prevent those intending to become teachers entering for complete practical training. The fact, however, that such a course would not suffice for registration is perhaps enough to prevent its being used as an inferior substitute for genuine training, while it may be of service to many teachers in full work.

The first woman student (with one exception) to obtain the regular B.A. degree of Trinity College has just graduated. She is Miss Hannan, who takes the first of the First Class Moderatorships, with large gold medal in History and Political Science. In the autumn examinations many of the women students have highly distinguished themselves in Honours.

For several years past the rowdiness of a section of the undergraduates has been an intolerable nuisance on Connaught Day in the Royal University. Last year in consequence all undergraduates were excluded. They, however, broke into the Hall, and the proceedings had to be brought to a close, while a large body of police had to disperse the students.

This year they were not excluded, and proceeded to turn the ceremony into dumb show. Finally, under the leadership of one or two graduates with strong nationalistic views, they invaded the platform and prevented the National Anthem being played on the organ.

The Chancellor, the Earl of Meath, taking a serious view of the episode, called a meeting of Senate to consider it, intimating that he and several of the Senate would resign if measures against such conduct were not taken by the authorities. The latter called on several of the culprits to attend at a special meeting of the Senate. This they refused to do in extremely disrespectful language, alleging that a mere Examining Board had no authority over their conduct. At the meeting of the Senate their powers under the Charter were discussed, and it was decided that till legal opinion was obtained the Senate could take no further steps. It has since been announced that the legal opinion is that the Senate have power to punish and prevent such offences. The Senate does not seem inclined to do anything immediately, owing to the absence of Lord Meath.

The episode has created much excitement. A considerable number of students have signed a memorial in support of the conduct of the undergraduates, alleging the way in which the Government have behaved towards Irish University education as the reason for the outburst. The same cause is assigned by Dr. Delany, S.J., the Head of University College, to which most, if not all, of the offenders belong, in a letter in the *London Times*. However undergraduate hooliganism and disloyalty may be condemned, it is undoubted that nothing more exasperating than the action of the Government in the University question for the past ten years could be imagined. They have made more than half promises, and repudiated them; entered into schemes, and then

(Continued on page 834.)

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withdrawn from them; raised hopes, and disappointed them with every occasional pressure brought to bear on them, and every change in the political situation, showing an absence of any principle in their policy or any sense of the disastrous state of things in Ireland they are allowing to continue.

The strong Unionists naturally make much of the episode, and a memorial signed in the short space of a week by 275 women graduates of the Royal University has been presented to the Senate expressing disapproval of the conduct of the undergraduates. A similar protest from some of the students of Galway Queen's College was frustrated by the dissent of almost as many of the students, who support the undergraduates on the grounds of the treatment of Irish University education by the Government.

At the opening meeting of the Literary and Debating Society of University College the same rowdiness was exhibited which drew forth the severe intervention of Dr. Delany, in amusing contrast with his letter to the *Times*. On this occasion he spoke strongly in favour of continuing the Royal University with proper equipment of the Colleges, as a solution of the University question. Mr. T. Healy, M.P., in speaking, gave his belief that, as long as the Irish members would not consistently back up any Government which will settle the question, no Government will attempt its solution.

VICTORIA COLLEGE, BELFAST.

On Tuesday, November 14, in the presence of a vast assemblage of parents and friends, in the Exhibition Hall, the Countess of Aberdeen presented the prizes to the successful students of Victoria College. The Lord Mayor of Belfast (Sir Daniel Dixon, M.P.) occupied the chair. Lady Aberdeen and the Principal (Mrs. Byers, LL.D.) wore academic costumes, and, on ascending the dais, both were presented with beautiful baskets of flowers by some of the younger pupils. The meeting was opened with praise and prayer, and a choice selection of music was rendered by the college choral class. After an appropriate and congratulatory speech from the Lord Mayor, Dr. Margaret Byers read the annual report, which was of a highly satisfactory character. During the seventeen months which had elapsed since the last prize distribution seventeen students graduated in the Royal University in the Honours and Pass lists in Ancient Classics, Mathematics, Modern Literature, Mental and Moral Philosophy, &c., and in the same period eleven First and Second Class exhibitions and scholarships were won at the different examinations of the same University. In addition to the exhibitions and prizes won in open competition in the Intermediate Examinations, there was a highly satisfactory Science and Art report,

the High School having received marked distinction in these subjects. Thirteen students gained the Elementary and Higher Certificates of the National Froebel Union, having received their entire training in connexion with the excellent kindergarten of the college, and a department for the training of secondary teachers has been instituted.

After gracefully distributing the prizes, Lady Aberdeen said she believed they would nearly always find that the men and women who did most in the world had been awakened to the possession of themselves and to a noble conception of life by coming under the personal power of an individuality that had the Divine touch of inspiration. The students of Victoria College possessed that great blessing. They had not only the means of getting knowledge and the best education possible to fit them for the future, but they had at their head one to whom had been given that rare gift of inspiration, who had throughout her long and beautiful career of service lived the life which uplifted and glorified all life.

SCHOOLS.

BEDFORD GRAMMAR SCHOOL.—Mr. J. E. Morris has been awarded the degree of D.Litt. of the University of Oxford. A. J. D. Torry has been elected to an open exhibition at St. John's College, Cambridge. Among the successful candidates for the India Civil Service were J. F. Moylan and G. F. Campion, and E. A. Sly was among those for the post of Student Interpreters for India, China, and Japan. Mr. J. E. Boyd and Mr. G. J. R. Glunice retire from the staff. We welcome Mr. A. L. Turner, Mr. N. Barron, and Mr. W. J. Walker, who are taking up work among us. We had two successful candidates for Woolwich—O. H. G. Hogg and C. A. H. Montanaro; and seven for Sandhurst—L. A. L. Carter, F. C. Fitzgerald Moore, W. P. Moran, A. Whittle, W. A. Campbell, H. T. Willaume, and A. Trigona. The Natural History Society opened its session with a lecture by T. Atkinson on "The Structure of the Blow-fly."

CHELTEMHAM LADIES' COLLEGE.—In the B.Sc. (Economics) Examination of the University of London Mildred Bulkley has obtained First Class Honours. She is the only candidate in Class I., and only one candidate (a man) has obtained Second Class Honours. Since leaving the Ladies' College, she has been studying at the School of Economics.

CLAPHAM HIGH SCHOOL.—In the Secondary Training Department six students obtained Certificates (Theory and Practice) in the Cambridge Teachers' Examination held in July. At the Royal Holloway College, G. Oram obtained a scholarship for classics—£60 a year for three years. At the London School of Medicine for Women M. Hood Barrs obtained the St. Dunstan Scholarship—£60 a year for five years. D. Hattersley was awarded a scholarship for domestic economy at

(Continued on page 836.)

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HARROW SCHOOL.—An examination for entrance scholarships will be held on the Tuesday before Easter, 1906. The entrance examination for next term will be on Thursday, December 7. The following prizes have been awarded this term:—Lady St. Helier's Prizes for English Literature: (1) A. G. de Rothschild, (2) D. R. Brandt. Lord Charles Russell's Shakespeare Medal: G. G. R. Owen. Shakespeare Prizes: Fifth Form, G. E. Owen; Lower School, P. H. A. Owen. Bourchier History Prizes: Sixth Form, G. R. Rose; Fifth Form, H. K. Lunn; Lower School, H. Craven. At Oxford the Derby Scholarship has been won by Mr. A. E. Burroughs, Fellow of Hertford College; and at Cambridge Mr. F. C. Burkitt has been elected Norrisian Professor of Divinity. In July last J. T. Price passed into Woolwich; and W. A. Knox-Gore, L. H. Torin, C. R. T. Thorp, T. A. Thornton, C. A. V. Swan, D. W. Pawle, into Sandhurst—all direct from the school.

KIMBOLTON SCHOOL.—The Hunts County Council have voted the sum of £300 for building a Science Laboratory, and £50 towards fittings. Mr. J. T. Blackwell, Kettering, is the architect.

LEEDS, CHAPEL ALLERTON GIRLS' HIGH SCHOOL.—The first entertainment and distribution of prizes in connexion with this newly organized school took place on Wednesday, October 18, when there was a large and appreciative audience. Mr. J. R. Fitch, the Chairman of the Governors, gave a very encouraging address, and the report of the Head Mistress, Miss Scotson-Clark, showed conclusively what good progress the school is making, the number of pupils having increased in six months from twenty-nine to sixty. Miss Body, the Head Mistress of Queen Margaret's School, Scarborough, who is well known for her excellent work at Lincoln as well as at Scarborough, distributed the prizes, and gave a most helpful address. The school owes a great debt of gratitude to Miss Body for her presence and her words. A vote of thanks was heartily carried on the motion of Canon Brameld, seconded by Mr. Edmund Wilson, the Secretary. Miss B. G. S. Breeze (N.F.U. Higher Cert.) and Miss Frost, L.L.A., have joined the staff, which will be further increased in January by the appointment of Miss Arundel and Miss Burrow (Art Master's and Ablett's Teacher-Artist Certificates).

MERCHANT VENTURERS' TECHNICAL COLLEGE, BRISTOL.—The Prize Distribution will be held on Thursday, December 21, 1905, by Sir Alexander R. Binnie, President of the Institution of Civil Engineers.

NEWPORT INTERMEDIATE SCHOOL FOR GIRLS.—The annual prize distribution took place in the School Hall on Tuesday, November 7, when an admirable address was delivered by Miss F. Gadesden, Head Mistress of Blackheath High School and President of the Association of Head Mistresses. Sir George Forestier-Walker presided, and the prizes were distributed by Lady Forestier-Walker. The Head Mistress reported that three pupils had passed the London Matriculation Examination; out of twenty-eight girls entered for the Junior Certificate of the Central Welsh Board, twenty-seven were successful, and seven out of the nine entered for the Senior Certificate. In the Royal Drawing Society's Examination forty Honours certificates and forty-nine Pass certificates were gained, and the examination work of two girls, Christine Herring and Ewen Lyne, was reproduced in the Society's Book of Reproductions. During the year special visits were paid to the school by Lady Verney, Miss E. P. Hughes, Sir John Gorst, and Prof. Shozo Aso, Dean of the Women's University at Tokio. The entertainment in aid of the School Hospital Cot was so successful that the amount of £63 was sent to the bank after all expenses were paid. Miss N. Scott O'Connor, of Somerville College, Oxford, has succeeded Miss L. M. Bull as modern language mistress.

NORTH LONDON COLLEGIATE SCHOOL FOR GIRLS.—The annual concert given by the pupils of the North London Collegiate School for Girls took place on Friday, October 27, in the Clothworkers' Hall of the school. The programme was varied and the audience appreciative. A special feature of the evening was the tribute paid to Nelson in the song "Heart of Oak," which brought the programme to a close.

RUGBY SCHOOL.—The Bowen History Prizes were won by C. R. M. F. Cruttwell, J. H. Sharp, and R. W. Macfarlane-Grieve. The Rev. F. F. S. Williams, who has just been appointed Head Master of Eastbourne College, leaves at the end of this term. He has taken such an active share in so many departments of school life, especially in the Rifle Corps and in the shooting eight, that his departure will leave a gap not easily filled.

SEDBERGH BALIOL SCHOOL.—The annual entertainment and prize
(Continued on page 839.)

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distribution of the above school took place on Friday evening under very favourable conditions, the weather being perfect. A play, "Eros and Psyche," written by the Principal, Dr. Skeat, was acted with great spirit by the pupils, and provided a series of pictures distinguished by a wonderful harmony of colouring. A few kindly and appreciative remarks by Mr. C. Lowry were followed by the distributing of prizes and of certificates gained during the year by Mrs. Metcalfe-Gibson, of Ravenstonedale.

STOCKTON-ON-TEES, QUEEN VICTORIA HIGH SCHOOL.—The new building, designed by Mr. Felix Clay, and intended for the accommodation of 150 girls, was formally opened on October 28 by H.R.H. Princess Henry of Battenberg, who was accompanied by her daughter Princess Victoria Eugénie. The ceremony took place in the School Hall, and addresses of welcome were presented by the Corporations of Stockton and of Thornaby, as well as by the school. The Princesses made an inspection of the building and took luncheon in the studio before leaving.

ST. SAVIOUR'S AND ST. OLAVE'S GRAMMAR SCHOOL FOR GIRLS.—The annual prize distribution took place on November 17—Queen Elizabeth's Day—when the Hon. Mrs. Talbot, wife of the new Bishop of Southwark, distributed the prizes and certificates. Three girls passed the Senior Oxford Local Examination, one with Second Class Honours; and nine girls passed the Junior Oxford Local, two with Third Class Honours. During the year September, 1904, to July, 1905, several scholarships have been gained by girls in the school, including four foundation scholarships, one given by the Trustees of the United Charities, one L.C.C. Intermediate and eleven L.C.C. Probationer Scholarships. A hundred and fifty-one Certificates of the Royal Drawing Society were gained, fifty-four in Honours; and eighty-nine Certificates of the London Institute of Plain Needlework. A hundred and twenty new girls have entered this term; so that the school is quite full.

WINCHESTER COLLEGE.—The Debating Society has decided by 23 to 8 that the present generation has not degenerated from the type that won Trafalgar, and by 10 to 8 has disapproved of General Booth's Emigration Scheme as "the best remedy for the overcrowding of the cities of Great Britain." The Agent-General of Tasmania took part in the debate. Mr. Herbert Paul gave a lecture to the Sixteen Club on "The Christianity of Plato" on November 4.

WYCOMBE ABBEY SCHOOL.—The following University Honours have been gained in 1905:—K. W. Sills, Girton College, Historical Tripos, Part II., Second Class; T. C. Williams, Girton College, Mathematical Tripos, Part I., Second Class; J. J. Paine, Girton

College, Mathematical Tripos, Part I., Third Class; M. M. Dunlop, Girton College, Classical Tripos, Part I., Second Class; D. M. Zimmern, Girton College, Classical Tripos, Part I., Second Class; J. M. Scrutton, Girton College, Historical Tripos, Part I., Third Class; M. M. Anderson, Somerville College, Oxford, Classical Honour Moderations, Second Class; C. V. Butler, Oxford Home Student, Honours School, Modern History, First Class; W. F. Knox, Lady Margaret Hall, Honours School, Modern History, First Class; M. Wadsworth, B.A., Manchester University, Modern Languages and Literatures, Second Class; D. K. G. Watkins, Open Classical Scholarship, Lady Margaret Hall, Oxford; H. M. Oyler, Research Studentship in Modern Languages, Girton College, Cambridge.

[We regret that our Welsh correspondent's letter reached us too late for publication.]

PRIZE COMPETITIONS.


Winners of Holiday Prizes are: Miss Baines ("Altnacaille"), 85 North Dene Road, Great Yarmouth; Miss Margaret Buckland ("White Cat"), Warners, St. Albans; Mrs. George Chappel ("M.C."), 628 High Road, Tottenham; Miss Edith Ellis ("Exmouth"), Christchurch Road, Bournemouth; Miss Mary J. Mackenzie Skues ("Kau de Scabies"), Campden Road, S. Croydon; Miss Dora Matthews ("Dioclesian"), 21 Cathcart Hill, London; Miss E. Boyer Brown ("Giraffe"), Mayfield House, Old Southgate, Middlesex; C. L. Cumming, Esq. ("Nil arduum"), Eastfield House, Rugby; J. H. Taylor, Esq. ("Light and Nadir"), Little Trinity, Cambridge; Miss Maud Joynt ("Amadan"), 4 Oakley Road, Dublin; Miss Winifred Darch ("Meg"), 2 Hills Road, Buckhurst Hill; G. E. Dartnell, Esq. ("G.E.D."), Stratford Road, Salisbury; Miss Susan Cunningham ("Pedes"), 5 Port Hall Road, Brighton.

The Winner of the Translation Prize for October is Miss R. F. Forbes, Walterburn, Peebleshire, N.B.

For the November Epigram Competition prizes of One Guinea are awarded to "Amadan," "Herga," "Maida Hill."

The competition was disappointing both in numbers and quality. There were very few French or German versions, and none of these deserved to be printed. The epitaphs on Irving were more numerous, but none was felicitous. Even Tennyson did not always succeed with this most difficult form of competition.

(Continued on page 840.)



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ACQUIESCENCE.*

By E. D. A. MORSHEAD.

IF there is an insufferable thing in the world, it is the rôle of the "laudator temporis acti," who thinks that everything was better in his day and that his duty to the rising generation is merely to tell them so. That "the world went very well then" is the natural illusion of grown-up children reviewing a half-remembered past. It *never* went very well, though it did not always go equally badly, and the idea of a golden age in a comparatively recent past should be tenderly effaced from our mind, like that of the Battle of Waterloo having been won on the playing-fields of Eton—that beautiful, but unhistorical and most ungeographical, delusion.

On the other hand, mere compliments to the current generation are quite as tiresome, and, if they have any effect at all, even more detrimental. Public schools are, in the nature of things, nests of self-approval, "by the happy prompt instinctive way of youth," as Browning says, and the volume of this genial emotion needs no artificial increase. If, as all men allow, conceit in the individual is an odious characteristic, humour would suggest that it cannot be a decorative virtue in a community. But how many tides will have flowed and ebbed under London Bridge, before this humble platitude wins acceptance on hill or playing-field, down or water-meadow, among pinewoods or heather, by Cam or Isis!

It is better, perhaps, to provoke a discussion on some point which concerns the present and future as much as the past, and I chose the subject of "acquiescence" as one which is never out of date, though perhaps it may seem vague, and less clear than comprehensive. Let me premise some limitation of it. The acquiescence of boys in the general tone and tradition of their school is not what I meant—that is a large subject, inextricably connected with a still larger one—to wit, the expediency of large *boarding* schools, and the consequent separation of boys from parents during the whole period of adolescence for more than three quarters of the year. That question will never die, nor perhaps ever be solved—but I do not mean to raise it to-night. The "acquiescence" I mean is the acquiescence of *masters* in things neither in themselves quite harmless or indifferent, nor, of course, on the other hand, corrupt or intolerable, but second-rate, and tending to inefficiency, both intellectual and moral. If I had the audacity to specify the true function of a society like this, I should venture to say it was "to be the enemy of acquiescence"—never to forget that the good is the enemy of the better. When, some five and twenty years ago, I was drawn into the net of the U.U., I remember feeling very strongly that as a "homo unius scholae" I had everything to learn, though I had no disposition to ascribe perfection to my own school. But my thirty years of schoolmastering, which left, no doubt, almost *no* impression on any other minds, left one deep impression on my own, that optimism on the part of masters is dangerously apt to have for its basis acquiescence in much that sorely needs repression. That boys between twelve and nineteen do, with rare exceptions, abhor all study except in some one direction, and desire a gay and unvexed time, at school and afterwards, if possible, is pure human nature, and I see no use or sense in denouncing it or them; that their tough gregarious resistance to work beyond the limit of comfort and ease is not to be overcome by a mere frontal attack, but must be somehow circumvented—I entirely believe: that we have got to get *round* them—now that miscellaneous flogging and semi-starvation and tyranny by deputy have gone out of fashion—by some more skilful adaptation of means to ends, is undeniable. But the worst method of all is to let *them* get round us. *That* way lies popularity, that way acquiescence, that way real inefficiency; we tend to the production of scholastic mentors who can't *bear* to be disliked by any one. The gradual effect of too yielding an amiability on the character of the master himself, we need not, for the moment, discuss; my point is that the boys are harmed, in the long run, by having an affable older friend who shares their prejudices too nearly. He does not really share them—he imitates them, dramatizes them, puts himself at the boys' point of view too constantly—all for a good motive, but not, I think, with an

uniformly good result. In effect, he tends to develop that type of public-school boy who recently has been put rather prominently before us.

I carelessly omitted to preserve the magazine of a year or two back in which Sir O. Lodge vigorously impugned the ordinary products of our schools, and affirmed that we turn intelligent, wide-eyed, and eager children into youths interested in nothing particular except athletics and sport, and carrying forward, for the battle of life, the somewhat modest equipment of rather good manners and almost no ideas. I think I am not exaggerating his views, though I have had to trust to memory in reproducing them. He would, no doubt, admit, as, probably, all of us would, that the genuinely intellectual boy is his own salvation and "safe from all devices human"—the problem is, how to catch and kinde the *minds* of ordinary, fairly intelligent boys, and keep them from complete absorption in pastimes. Herein, Sir Oliver thinks we fail in large measure—and I wish it were possible to deny it. His two antagonists—one a past member of this society, the other a present member, whom I hoped we might have seen here to-night—Mr. A. C. Benson, and the Head Master of Marlborough—took, I think, different lines of defence. A sombre gloom settles down over the ardour of Mr. Benson's spirit when he contemplates the struggle with parental Philistinism—it towers over him like the genie released from the bottle, an awful shape "ineluctabilis fati." One or two "sighs of the soul" may illustrate his attitude. "All schoolmasters know the impossibility of contending successfully, in both the moral and intellectual regions, against an undercurrent of adverse home influence or apathy. Most boys instinctively, and rightly, feel the home life to be the real life, and they are not likely, unless in exceptional cases, to adopt the school standard as a superior one, nor would it be at all desirable that they should." But for what possible purpose are boys sent away from home at all, unless it is to breathe an atmosphere which *will* imbue them, in certain directions, with something superior to what the average home presents? That the moral dangers of school are greater than those of home is a mere platitude; yet "adverse home influence or apathy" will run any, except the most corrupt, school hard, in the downward race, whether we contemplate its moral or its intellectual effect. This acquiescence in parental shortcomings, as if they had a right, as well as an irresistible power, to predominate against all external effort, seems to me a counsel of despair. I go a step further: I think that despondent acquiescence in the so-called atmosphere of home resistance is the one thing which gives such resistance any dominant force at all; and that to yield to it even in theory—I feel certain that Mr. Benson's *practice* has been all the other way—is unjust not only to boys, but in a still higher degree to parents.

After all—I make no apology for repeating what I have said once, if not twice, before on occasions like this—after all, we get a long and favourable chance not only of directing the young ideas, but also of operating on the ingrained prejudices of age. Fancy, with three-quarters of the year in hand, at the impressionable time of boys' lives, being *hopeless* of countermining the Philistinism of, say, the worthy stock-broker who thinks his boys, like himself, can get on very well without Greek or poetry or science! If Mr. Benson and those who think with him were not awed by the apparent difficulties, by the frown of the genie out of the bottle, we should not only see more rapid change in the boys, but the bewildered stock-broker, under filial pressure, would be attending an evening Dante class in no time! Putting all railleury apart, as one of the things that, as the Apostle says, are "not convenient," may we not say that the parent who is really the enemy of his son's mental and moral development is rather less frequent than he is thought to be? I daresay he exists, as a type, this parent whose idea in sending his son here or there is that he may exhibit hereditary plutocratic foibles, secure the awe-striking privilege of proximity to some youthful aristocrats, spoil his digestion early, and waste the paternal dollars: but, though he be a recurring reality, he is *not* an omnipotent necessity! he is not to be contemplated with the pensive and wistful "God mend all!" but with the more strenuous "Nay, but we must help him to mend it!" The worst of this acquiescence is that it is infectious, and, in a way, popular. It has gripped also the nameless author of those "Upton Letters" that most of us have been reading: "ecce signum" on page 48!—

I declare that it makes me very sad sometimes to see these well-

groomed, well-mannered, rational, manly boys all taking the same view of things, all doing the same things, smiling politely at the eccentricities of any one who finds matter for serious interest in books, art, or music; all splendidly reticent about their inner thoughts, with a courteous respect for the formalities of religion and the formalities of work; perfectly correct, perfectly complacent, with no irregularities or angular preferences of their own, with no admiration for anything but athletic success, and no contempt for anything but originality of ideas. They are so *nice*, so gentlemanly, so easy to get on with, and yet, in another region, they are so dull, so unimaginative, so narrow-minded. They cannot all, of course, be intellectual or cultivated, but they ought to be more tolerant, more just, more wise. They ought to be able to admire vigour and enthusiasm in every department, instead of in one or two, and it is we who ought to make them feel so, and we have already too much to do!"

Now this picture is piteous, because it is largely, though not, of course, wholly—I suppose Original Sin must claim its undefined share in the matter—largely the result of gentle acquiescence. It is credible that these things *are* so; it is incredible that they *must* be so. As for what *is* attained under these conditions—to wit, decorous apathy, with good manners and no ideas—it is not for one or two, at least, of those present to deny that "Manners Makyth Man." But what *sort* of man, and particularly what *sort* of ruling class, results from thinking that manners suffice without knowledge and ideas underlying them, I shrink from defining more closely: is it not written in the books of M. Arnold *passim*, and especially in "Friendship's Garland," in the immortal sketch of Lord Lumpington and the Rev. Esau Hittall? My point is that this state of things spells failure in large letters—failure on our part, the masters' part. I can well believe, and hasten to say, that probably the man who sees the case so clearly and describes it so poignantly is not the most, but the least, guilty of us all. Another thing, also, I am even more anxious to say: I take these Uptonians as a type, not as a locality; we all know them, at every school; in Utopia only are there no Uptonians. Circumstances, no doubt, make them more numerous here, less numerous there—circumstances, chief among which I should reckon wealth, prospective wealth, that potent and eternal soporific of the intellect and canker of the moral fibre. High birth stimulates pride—often disastrously, sometimes to noble effect; but *encouraged* pride of purse—encouraged, I mean, by foolish parents and hangers-on among the boys—is at once the poison and the grave of youthful ardour and imagination. I wonder how many people have said, in watching this type of youth at school or University or in after life: "Thank Heaven I wasn't born rich!"

Mr. Fletcher, if I remember right, took a less desponding point of view, suggesting that *earlier* specialization, concentration on the favourite or least disliked subject, would enable us to get more effectively at the intellect of non-studious boys. The theory is, of course, well worth considering, and has nothing cowardly or "acquiescent" about it. My principal doubt is whether by it we do not sacrifice too soon the discipline (which, after all, is invaluable) of learning to do things which are not pleasant, though they are useful and, in the ideal sense, *necessary*. Platitude as it may sound, schoolmasters do need to remind themselves that no school ought to be content with success in teaching pleasures or even the pleasurable parts of knowledge: a school is only half a school unless it makes the standard higher in *labourious* things.

I am aware, of course, that the struggle, whatever it may amount to, against parental obduracy and Philistinism falls very unequally upon the different grades of the teaching profession. To the house master, e.g., I can well conceive that it is, at any rate, a serious addition to his labours, and urges him unconsciously to "acquiescence." It is so difficult, he feels, to be "a man of letters" in the double sense of the term. Those, on the other hand, who never rise out of the ranks get comparatively clear of it. Their battle is apt to be with the boy himself, and sometimes with the house master. I remember trying to get some domestic pressure put upon an idle boy of good abilities, and only succeeding in getting the assurance that, apart from his work, the boy "was so sweet about the house!" Sometimes, however, one came into direct contact with parental emotions. Having a lifelong prejudice that you can't *really* get at classical literature except through a preliminary medium of your own, I casually named passages from some twenty books, half of them novels and the other half poems, any one of which I thought would lend a zest to the

Greek and Latin which we were reading. I received a letter shortly, written more in sorrow than in anger, yet in a good deal of both, from a parent, complaining that only three weeks before the examination I had added twenty books to the term's work! I felt like a convicted slave-driver, though my sole weapons had been, say, a chapter of "Westward Ho!" and "The Passing of Arthur." I imagine the parent must have thought the latter was a treatise on examinations.

The temptation, towards acquiescence, that spreads its net most widely is, I think, that, of too great deference—not to the parental, but to the juvenile, point of view. Domestically, it means less friction, but eventually less intelligence and energy. Boys who practically get their own way repay you, as a rule, with an external civility and often with real liking. It will not be found, I think, that the master's position is really strengthened by *that*. Wherever he is really acquiescent—tolerant, that is, of the *quantum suffi.* view of work and of the cheaper forms of schoolboy ideals—*there* will be found, more than elsewhere, the subtle suppression of intellectual interests and of moral ambitions; there the gradual extinction of any aspirations, except those whose object is social prominence and athletic notoriety. Attention has been called of late to the odd instinct of boys that leads to persecution of those who get on intellectually by those who don't themselves value intellectual success at all, and who wouldn't be at the top of the class if they could—the dog-in-the-manger instinct, in fact. John Leech took it off years ago: "I can't sing and I can't speak French; but I can punch your head." But to lay the blame, as many do, purely upon athletics is not, I think, just. The *real* athlete is seldom the brightest, but still more seldom the dullest, of boys, and hardly ever the most reluctant to be taught. The *vicarious* athlete, the fellow who knows the odds, looks on at the matches, and wallows in the sporting papers, is the real enemy. After all, if every boy *played* cricket as long as the aspirants to the eleven do, would he really waste much time? Cricket takes up about two months of the school year, and those the least fit, during sunlit hours, for indoor work, of any. No boy, again, does or can play football for enormous lengths of time. I am not quite sure about boating: opportunities are so very different that I should prefer to hear the opinions of others to giving any of my own. At Oxford I thought the river was salvation to the studious. But the acquiescence that lets these things dominate the whole horizon of boys and half that of the master means obfuscation, and ends in the production everywhere of too many "Uptonians"—by which, let me repeat, I mean that *type* of boy and youth so vigorously analyzed by the author of the now famous letters.

I am tempted to add a word on a topic which may seem rather *too* collateral, or even irrelevant—which, however, to me seems to have a real bearing on the matter in hand: I mean the *tone* of contemporary school fiction. Since the far-off days when "Tom Brown" charmed every public-school man and many others, till we almost forgot to ask *why* the great and fearless Arnold paused so long before dispatching Flashman on the road which led him, I think, towards Botany Bay, we have had various "school" novels, and to-day some brilliant examples. Even those whose retrospective view of their own schools falls short of enthusiasm can enjoy, and sympathize with, the optimism which dominates these books. But optimism has its dangers; may I point out one or two? In one book the hero is finely and skilfully drawn; but the next most prominent character is the object of public interest, and even enthusiasm, on the ground, in the main, that he is a brilliant bat and cover-point. Otherwise, this youth is all that a boy should abhor being. He is a cad, a snob, a liar, a fraud; he not only gambles, but takes good care to find an adversary who has more money than sense. To say that he is no gentleman is greatly to understate the case. But he *is* a good field and bat, and is represented as the object of much admiration and almost universal interest; he even fascinates virtuous and really manly boys into the web of his weaving. Yet the head master—surely the most ineffable specimen that ever held what Captain Costigan calls "that responsible steetion"—is positively almost afraid to punish this animal "because he is in the eleven"; wavers between flogging and expelling him, and eventually gives him his choice. Mindful of the great imminent match, he—not being a coward—that is the only vice he has *not* got—chooses the former alternative (which turns out a mere sham), and he retires to breakfast with one of his chums on particularly

fine salmon cutlets. He does rather well in the match, and—"mirabile dictu!"—no one seems to see either the humour or the scandal of the situation. Stranger still, it is neither meant for a satire nor for a comic opera: it is meant for realism—for a not improbable and not disgraceful, though, of course, imaginary, situation. With the villain of the piece we need not concern ourselves further; but surely this inconceivable head master may, in the sphere of imagination, fitly follow Mr. Gilbert's comical cleric into "the congenial gloom of a colonial bishopric." All this misdrawing comes of too much acquiescence in the more absurd prejudices of school life—mistaken for virtues.

A more serious question arises, if I mistake not, elsewhere. It is difficult to feel confident that bullying is so much on the decline as has recently been thought, when an author, describing a present-day school, can introduce as not improbable a scene so detestable as that quoted by "Kappa" and duly stigmatized by that writer. The imaginary bully might give a good many points to a mediæval inquisitor and win easily. His ingenuity is fiendish; no other word will suffice. If he belonged to an unprivileged class, he would have a year's "hard." Yet apparently the author, though, of course, disapproving, thinks these things have some palliation, as natural to "virility," in youth. This plea is acquiescence—I take leave to say it is also poison. The man who really thinks that callous cruelty is a part of manliness could think *anything*. Schools have been hells-upon-earth before now, and may be so now or in the future if any specious and glozing terms are to be put in currency that connect manliness with readiness to *inflict* pain. All acquiescence, every atom of toleration, in this matter is grossly unjust—not merely, nor even mostly, to the victims, but, above all, to the bully, potential or actual. It is he whose character is vitiated and corrupted by immunity, as "Kappa" sees and some of the novelists do *not* see. I know not by what rule of ethics the offences—we all know them; take stealing money for one, though not the only one—for which boys are, and probably wisely, expelled, should be considered more grave and final than deliberate and disgusting cruelty to the weak and young. Such a trick as that described in one of these novels—the trick of the turned-up bedstead (I put aside the abominable motive that in this particular case prompted it)—might easily lead to death or, at the very least, to brain fever. We know only too vividly that much less than this—mere prolonged teasing—may drive a sensitive child to suicide. Honour to the novelists for their bright, optimistic idealism in glorifying this or that school. I only plead with them to remember that "*corruptio optimi pessima*."

It is the privilege of the old and outworn to raise dim and grey spectres like acquiescence, and to leave the task, of laying the sad and perhaps unreal phantom, to others. But one thing may be added in this connexion. If the spectre *is* a reality, it is idle to say that he *cannot* be exorcised, and therefore, like other family ghosts, had better not be alluded to. "There's the respect" that makes evil things survive! There are *no* impossibilities in the training of the young except to those who begin by believing that there are, and eternally taking the *δευτερος πλους* for fear of storms, for fear of not rising in the profession, for fear of becoming unpopular with boys, for fear of the orthodox—shall I add, for fear of the genial derision of Mr. Wells? Some resolute preference of things of the mind—I don't mean merely literature, though that is an important one—to the things of the body is, we all know, the hardest thing to teach boys. It will not always, nor even often, lead to popularity or to professional success. But the material upon which *any* master is working is too important to allow such rewards to be his chief care. After all, he has no enemy a tenth part so formidable as the spirit of acquiescence that nestles so cosily in the softer side of each one of us.

THE REV. G. M. GLAZEBROOK, lately Head Master of Clifton College, has been appointed by the Crown to a Canonry in Ely Cathedral. That Canon Glazebrook has deserved well of the State we should be the last to dispute, but we do dispute the policy of pensioning the superannuated members of one profession by awarding them the prizes of another and distinct profession. In the long run, neither Church nor school benefits thereby. Dr. Glazebrook was born in 1853, and was ordained deacon and priest in 1890, on his appointment to the Head Mastership of Clifton College.

REVIEWS AND MINOR NOTICES.

Lucian. By H. W. FOWLER and F. G. FOWLER.
(14s. net. Clarendon Press.)

Comes a new translation of Lucian, in four neat, olive-green volumes. We find it eminently readable, and from the English we divine it to be the work of scholars. Let us for this once shirk the business of close verbal criticism and try to catch a few impressions from the book. Yet that readers may judge its texture for themselves we will trim our slight article with a sample or two, hoping thus to give our jottings worth.

First of all be it observed that the name of the author, hateful still to many good people, need really cause no great alarm. Not every line that he wrote is for the family circle; but the gravest charge against him, that of blasphemy, must go by the board. It is the penalty of the versatile to be misunderstood. The reputation of Proteus would perhaps have stood higher had he been more stable, a reluctance to prophesy being, in general, an endearing quality. An Empusa was dreaded chiefly for her changefulness. And Lucian of Samosata, a reasonably earnest man in life, the creator of a new literary form, a weaver of strange adventures, a popular lecturer, a lover, if not a connoisseur, of art, and ultimately a high Roman official, would not have survived chiefly as Lucian the blasphemer, had he not shown to the world so many sides that for long it found no leisure to study one completely. But in truth, although the imputation of blasphemy brought his name into the "Index of Forbidden Books," he can hardly be convicted of the offence; nor has the story that he was torn to pieces by dogs in punishment for it any other parentage than the wish of an orthodox Christian that heretics should perish as miserably as possible. Let us see how the matter actually stood.

If there be just three sorts of minds, the merely receptive, the critical, and the constructive, Lucian's must indisputably be ranked with the second. To understand the critical cast of his mind is the principal essential to an understanding of the man. Inevitably critical was the attitude that he adopted towards religion, and towards the various philosophies interpreting religion among which he found himself. The Age of the Antonines, in which he lived, was marked by a certain revival of faith in the supernatural; but he could nowhere get rest. Odious to him were, on the one hand, the innumerable gods of the Olympian hierarchy; on the other, the deistic tendencies of the Cynic School. He might have sought comfort under the mantle of the Stoics, who would have saved the old deities by means of allegorical interpretations, had not his practical good sense rejected their subtleties. Perhaps ultimately he set most store by Epicurus. But the Epicureans had failed to perceive that *rois faibles*, be they gods or men, will in the end be deposed; and to be an Epicurean at this time was to be an atheist among newly awakened believers. Negation was too positive a step for Lucian to take, especially at the cost of social obloquy. He adhered to no sect, being not convinced that any possessed the truth. As to Christianity, he certainly was never a Christian: he therefore cannot have been, as was once thought, an apostate. He knew the Christian religion only as one of the current "philosophies," as a doctrine reputed to make bad citizens of those who accepted it, as an Eastern form of the monotheism that he rated no more highly than the crude polytheism of the vulgar herd. He was a blasphemer only if it be blasphemy to speak scornfully of the unknown. His was not a sinning against the light, but a shooting of arrows into the dark. As to the "Philopatris," for which he has been most severely condemned, and to which he probably owed his place on the "Index," he did not even write it.

The reader, then, may take up the new Lucian (which, moreover, has been purged a little in the fouler places) quite boldly. Perhaps, as he turns the pages, he will be struck, as we were struck, by an occasional modernity of tone; or, to put it otherwise, the discourse seems at times to lie quite close to us. Eros is compelled to let the Muses go free: for "they are so grand, always studying and composing." In this way is it figured that mental occupation guards most effectually against unwholesome thoughts. Put our modern wording, and the thing is said less well—sounds, in fact, like some trite maxim filched from a copy-book. Yet the thought itself is modern. Turn again to that splendid passage in the "Vision," where the

two phantom women, Statuary and Culture, are represented as contending for the boy Lucian. Culture? No. If we may trust our feeling, Culture aims at producing refinement of mind or habits; she who would also instil virtue is called Education. But, under whatever names, the same rivals still dispute the young life, one recommending the arts that yield most wealth, the other proffering quite different fruits. Is not this, put into the mouth of Culture or Education, just what the true modern Education proclaims to-day?

Be governed by me, on the other hand, and your first reward shall be a view of the many wondrous deeds and doings of the men of old; you shall hear their words and know them all, what manner of men they were; and your soul, which is your very self, I will adorn with many fair adornments, with self-mastery and justice and reverence and mildness, with consideration and understanding and fortitude, with love of what is beautiful, and yearning for what is great; these things it is that are the true and pure ornaments of the soul.

But light themes, too, are touched in a seemingly modern vein. Hear Chrysippus explain why he took fees from his disciples: "The world is made up of diffusion and accumulation. I accordingly practise my pupil in the former, and myself in the latter." You might, for a jest, palm that off on the innocent as extracted from a libretto by Mr. Gilbert. We are not minded, however, to spare our readers the search for plums; nor will we pause even to elucidate how Carlyle's "gigman" was anticipated by the Greeks with an "eight-hoof man," respectable as having a waggon and two oxen. But this must not be left unsaid: that the modernity is apparent, and not real; that it is accidental and not essential in Lucian's work. We lay stress on the fact because we have ourselves often urged that confusion is wrought by bringing the ancients to our own level and interpreting them in the terms of a changed life. To read them aright you must ascend to the airy heights on which they dwell. Lucian appears now and then to be modern chiefly because he was cosmopolitan, and because, after all, human nature changes slowly, and in the spacious empire of the Antonines men did not a few of the things that men do now. It is true that he would himself have winced at the suggestion—does he not ridicule Diogenes as a citizen of the world, coming from "Everywhere"? But the stamp of cosmopolitanism was impressed on him by circumstances. Born a Syrian, he travelled as a rhetorician in Ionia, in Greece, in Italy, in Gaul, and in Paphlagonia. He must have spoken Latin, however imperfectly; Greek he learned so well that he could use it for literary purposes. Although he settled at Athens in middle life, and did much of his best writing there, his eye was turned less on the little Greek world about the city than on the great Roman world over which he had roamed. A man with such a history must necessarily have been cosmopolitan, must necessarily have been free from national limitations and national prejudices.

Another reason why Lucian stands, or seems to stand, less remote from us than other ancient authors lies in his wit. For wit is of no particular century, and what was witty in the second is witty in the twentieth, always provided that the decay of the object salted has not caused the salt to lose its savour. Wit is a frequent accompaniment of the critical mind: as witness the case of Voltaire as well as that of Lucian. But so we are brought to the old parallel, and face to face with a temptation to enlarge on those general characteristics of Lucian which are recorded in all the text-books. We resist it, and set down rather the faults of our subject, these being matters that biographers are prone to ignore. As we have hinted, his mouth was not always clean; but then he was not, like some modern offenders, a dirty dog in order to hide the fact that he was a dull one. He had that love of quotation which is often a cloak for poverty of thought. His Attic was not of the purest water. But, worst of all, his facts are seldom truly observed. "The Dependent Scholar," for example, reads like a *cento* made up out of Juvenal. Rhetoricians and rhetorical poets had a stock of commonplaces to display which effectively was their art. We would gladly exchange half a score of the dialogues for a faithful picture of life as it was lived at Antioch, or even at Samosata. But let us end with a word of gratitude towards Lucian and not with unkindly censure. To put laughter into the heart of a man, as the Syrian could put it, is at times no less medicinal than to ply him with tragic doses of terror and pity. There are moments of ill health when our readers will still do well to call Lucian in.

"Regions of the World Series."—*The Far East*. By ARCHIBALD LITTLE. (Clarendon Press.)

This volume of Mr. Mackinder's excellent series is fortunate in an author so intimately connected with the Far East that apology has to be made for his proof sheets as read by eyes nearer home. We could have wished this opportunity taken to retrench the Mongol idiom "and which," that abounds on Mr. Little's pages: nor have his printers and proof readers served him well in a quotation from Horace on the last page. But such points are trifles balanced against a mass of information, at first hand, from a writer whose acquaintance with China goes back to the burning of Shanghai's suburbs in 1860.

As Mr. Little brings out by his arrangement, China is the heart of the Far East, all its countries, except Japan, being past or present dependencies of that ancient empire—from which, too, came Japan's civilization. The Chinese power still reaches to the furthest recess of that amphitheatre of mountains enclosing the Pacific side of Asia by its spreading arms. Perhaps the cradle of this long-lived nation was the inner hollow of steppes and deserts, where the rivers are lost in shrinking lakes and salt marshes, and the thin oases of cultivation stand always endangered by moving sands that have buried great cities like those Dr. Stein recently brought to light—a ruined region, yet, even in historical times, it has more than once generated storms of Tartar conquest that swept over Asia. China keeps feeble hold on the Tibetan boss of naked land standing up as citadel of superstition, and water supply of richer plains. Hence flow the huge rivers that water the valleys of China and Indo-China, cutting their way through a maze of mountains to spread over fertile flats and to push out the coast-line of their shifting deltas at a rate visible in the life of one generation. Mr. Little tells us that Shanghai will soon lie inland, as the port of Newchwang, already moved thirty miles down stream, now stands twenty miles above the silting mouth. Nearly a thousand miles above its estuary, the Yangtse Kiang rolls a mass of water estimated as two hundred and forty-four times greater than that of the Thames at London, thickly charged with solid matter to choke up its sluggish channels of exit. The other great river of China, the Hoang-Ho, has shifted its mouth repeatedly within three or four degrees of latitude, and nine different beds of it can be traced on the plain. Nature here seems less conservative than man.

Our author is specially well qualified to speak of the great water-ways of China, with their falling back-water reservoirs, and their pent-up rapids on which he, who showed the way for steamboat navigation, has a right to praise the dogged courage and patience of Chinese boatmen—pushing, poling, and hauling their clumsy craft among obstacles that might seem insurmountable. He knows China too well to admire all things Chinese; but he can point out to our respect the careful irrigation that has made some parts of China the most populous and productive spots on the earth, as the plain of Chengtu, watered by elaborate hydraulic works carried out while our forefathers were still the barbarians Caesar encountered. This thick population, reinvigorated from time to time by a wave of Tartar invasion, has, even in our own time, suffered enormous losses, hardly suspected in Europe. The waste of life during the Taiping war Mr. Little puts at twenty millions. One flood of the Hoang-ho, "China's Sorrow," drowned every living creature over a country twice as large as Yorkshire. Yet the human swarms, always pressing on means of subsistence eked out by their patient industry and frugality, are driven to an emigration that carries currents of fresh life both into the deserts beyond the Great Wall and up the malarious deltas of Indo-China, where indeed, after two or three generations, the immigrants, like the natives, droop under an enervating climate. But the cleared lands of the Middle Kingdom are an inexhaustible reservoir of vitality, the secret of which seems to be that, for all their Pecksniffian religion and mandarin politics, the people have never lost a firm hold on their mother earth. If this sleepy giant comes to stir himself, we may see some upsettings still more astonishing than the rise of Japan.

As to that land of the *risen* sun, Mr. Little is not so full, and apparently less familiar with it, while he writes at the disadvantage of not knowing the end of momentous events in Manchuria. But his account of Japan seems accurate and sagacious, as shown in a forecast that the future of the country much depends on whether its chivalrous spirit will suffer by

infusion into commercial conditions. National prejudice does not prevent him from speaking well of what the Germans are doing in their Kiaochow settlement. Of the prosperity of Tongking he takes a more favourable view than do some recent French travellers; and, while he can have no good word to say of the official and fiscal system with which French colonies are burdened, he declares the municipal government of Hanoi an example to our own settlements in the Far East. Of Siam, too, Mr. Little has good words to say; but, if this buffer State come into his survey, we hardly see how he is justified in excluding Burma.

"Jack's Scientific Series."—(1) *Heredity*. By C. W. SALEEBY, M.D. (2) *Organic Evolution*. By the same author. (Each 1s. net.)

Scientific theories that are in a state of flux, or, if it be preferred, of making, hardly lend themselves to popularization.

The volumes under review differ in no special way from many others which have preceded them: they are just as cock-sure, as up-to-date, as certain that the last brand-new theory has at last settled everything, as have been the works of other authors now forgotten. As usual, within the compass of some hundred small pages, Moses, or whoever wrote the Pentateuch, is flouted, the scientific adversary of the moment—just now it happens to be Weismann—shown to be a person of no account, and the "amateur" treated to an exhibition of lofty scorn. Apparently the author claims to be a professional, but his manuals are full of unproved assertions and unwarranted assumptions. Let us take one example. Dr. Saleeby concedes—it is really a : raceful concession on his part, let that be fully admitted—that even he does not know everything about the origin of variations. He alludes to "our present ignorance—which, by the way, has almost disappeared—of the origin of variations." Now, on the question of the origin of variations the writer sheds no light at all, for the very excellent reason that he has none to shed. On the causes that may, or may not, draw out variations he has much to say, and is quite as sure that the last and newest theory is the best as all his predecessors have been, but the cause which draws out a variation is not its origin. Its origin lies deeper than that, and must be sought in some character inherent in the germ-plasm, if you like, but at least in some capacity for varying, as to which we know at the present time just nothing. It is quite clear that one can take nothing out of a box which has not first been in it, and, unless there were variations, or powers of variation, in the germ, all the selections—natural, sexual, or otherwise—could not bring them out. It is quite true that there are theories as to the origin of variations, but he must be very young or very rash, or both, who would contend that these theories will stand the destructive criticism of, let us say, the next twelvemonth.

Dr. Saleeby is fond of ancient writers—his pages contain numerous quotations from the works of Herbert Spencer—so we may be allowed to offer to him, for consideration, digestion, and assimilation, the dictum of that even more antiquated philosopher Epicharmus, that "the very nerves and sinews of knowledge consist in believing nothing rashly."

These wise words will be worth remembering years after most of the theories of the present day have followed those of yesterday to that tract in the land of "have-been" which is heavily lumbered up with the skeletons of dead hypotheses.

Aristophanes, The Acharnians. Edited by C. E. GRAVES (3s. Cambridge University Press.)

Those who know Cambridge will expect a piece of work signed "C. E. Graves" to be marked by elegant scholarship; those who, so expecting, read this book will not be disappointed. Mr. Graves, having already studied minutely the "Vespae" and the "Nubes" in editions of the plays, comes to his present task as one intimately conversant with the language of his author; and the illustrations from Aristophanes himself, always apt and instructive, never superfluous, impressed us as being among the most valuable features of the book. Of course, any good edition—and this is a good edition—must contain much that has been said by previous editors. Not a little in the pages before us has already appeared in Blaydes, Merry, Green, or Paley; but we consider that Mr. Graves has furnished his fair quota of suggestion, besides exercising

judgment in respect of what he has taken from his predecessors. With the recent labours of German and Dutch scholars he seems to be less familiar than with those of English. But his book contains enough matter, and matter of the right kind, to make it an excellent *teaching* book. It has a judiciously expurgated (not a corrupted) text, and, although it lacks what Dr. Merry gives—a glossary of the kailyard forms—it is well fitted for the use of boys. The section (contributed by Dr. Sandys) that tells of early elucidations of Aristophanes is intended for older students, who will also profit by sitting at the editor's feet. We need not say more of the general sort; but by way of giving particularity to our notice we set down the slight jottings that we made in going through the commentary.

(180) "Suggested by the Achærians being great charcoal burners" is English that the young ought not to imitate. (280) It surprises us a little that the editor should attribute the "Rhesus" to Euripides. (317-8) He could have given us more help had he read van Leeuwen's note; but possibly there is a deep-seated corruption in the passage. (399) The alternative explanation, "with his legs up," might well be discarded. (439) Does "deprecatory" mean "deprecatory," or is it for "depreciatory"? (487) "Nubes" 1062 is *quite irrelevant*. The participle there illustrates Gildersleeve's "coincident action" (Syntax § 345), on which, for the usage of the Orators, see Wyse on Isæus, i. 3, 4, 5. Here the two actions are distinct. (634) For "Diod. xiii. 53" correct "Diod. xii. 53." (737) *ζημιαν* in the note for the *ζημιαν* of the text, and *κωπη* for *κωπη* in the note on 553, are *errata* worth pointing out simply because the Cambridge printers are so seldom to be caught napping. (808) To go back to "Munchester" for Tragasæ instead of "Eton," anciently Eaton, is to withdraw an unmerited insult to a famous school. (988) The certainty of *ἐπιπρωται τ'* is now established: Albert Müller in *Philologus*, LXII. 639; but *οὐτωσὶ δ'* is not required before it. See van Leeuwen's notes *ad loc.* (1181) All that is sure is that *ἐξήγειρεν*, which Mr. Graves keeps, is corrupt. Various substitutes are proposed by van Herwerden in *Mnemosyne*, XXX. 39. Van Leeuwen defends 1181-8, whilst conceding that the verses have suffered damage in transmission.

Landscape in History, and other Essays. By Sir ARCHIBALD GEIKIE, D.C.L., F.R.S. (9 by 5½ in., pp. viii, 352; 8s. 6d. net. Macmillan.)

There are some ten essays in all in this book, five of which have to do with landscape and topography. The others deal with Hutton, Charles Darwin, Hugh Miller, and other geographical topics. It is needless to say that all are written with clearness, imagination, and fullness of knowledge and skill. An extract from the first, "Landscape in History," well shows the point of view of not only the essay itself, but of much else in the book:

Nature has been ceaselessly at work in slowly, and for the most part imperceptibly, changing the forms of the ground. The streams have dug their channels deeper into the flanks of the hills, and have spread their alluvial soil further and wider over the valleys and lake-floors. The frosts of winter have been splintering the crags, the springs have been sapping the cliffs, and from time to time landslips have been launched into the stream-channels below. The sea has cut away large slices of land from some parts of the coast-line, while to others it has added strips of alluvial ground and mounds of shingle.

All is flux and change and modification—and if, for instance, the topography had been what it now is, even the Battle of Bannockburn must have had a far other ending.

The influence of scenery on the people who lived and wrote in its midst is excellently brought out in the third essay, as Dr. Geikie shows clearly in the cases of the three poets—Cowper, Thomson, and Burns—whom he chooses by way of illustration. In the coming by-and-by "men will be taught that beneath and behind all the outward beauty of our lowlands, our uplands, and our highlands there lies an inner history which, when revealed, will give to that beauty a fuller significance and an added charm." But we must hurry on. Hutton's "Theory of the Earth" is ably treated, and the full meaning of his work is well brought out in the address to the British Association at Edinburgh which Sir Archibald Geikie delivered in 1892; and the life and letters of Charles Darwin and the work and influence of Hugh Miller both receive very full and sympathetic notice in the pages before us. But perhaps the best worth reading in

this admirable volume is the account given of the scenery and topography of the Roman Campagna (reprinted from the *International Quarterly* of 1904). Both what is known and what is conjectured are set so clearly before us, and so vividly are what did and what must have taken place related that we seem to see the upheaval of the numerous volcanoes, the hollows in the hills where the water settled into lakes, and, where the ground was more level, the formation of huge lonely marshes, whose fever and general unhealthiness reduced the population of the city to 35,000 in the twelfth century, and still keep the people busy to-day. But all this must be read in the charming pages of the book itself, which we heartily recommend to all who are interested in topography and in good literature.

Text-Book in the History of Education. By PAUL MUNROE, Ph.D. (8s. net. Macmillan.)

A complete history of education would need a series of volumes by different writers planned on at least as large a scale as Lord Acton's "Cambridge History"; for it would be nothing less than a history of civilization in its most important aspect. Prof. Munroe has essayed a less ambitious task, and under the modest title of a text-book he gives us in outline the main educational movements from the dawn of civilization down to the present day, summing up the distinctive doctrines of the leading pioneers, indicating their bearing on contemporary problems, and suggesting to students the materials for further research. In his "Source Book" for the Greek and Roman period he has given proof of his solid learning, and in his numerous contributions to current educational literature he has shown independent thought and the command of a facile pen.

The work before us is eminently readable and it is suggestive. It is not cumbered with names; we are spared the "fortemque Gyan fortemque Cloanthum." The summaries of "source books" are precise and the illustrative extracts are apt.

It would be easy, were we so inclined, to pick holes and point to the omissions of names and events that, in our judgment, ought to have found a place; but the positive qualities of the work make us overlook such minor defects. It is, perhaps, inevitable that in a history of education the ideals of theorists should be more prominent than the performances of the workers; but it is a not unreasonable complaint that, while we are told in detail what education Plato, Rabelais, Milton, Rousseau, Herbert Spencer desiderated, we are left to guess how boys and girls were taught in the countries and periods that these names represent. The quaint little woodcuts of schools and scholars (that of a flogging is very realistic) serve only to whet our curiosity.

Similarly, we may complain that the "nine great public schools" of England are enumerated (not quite correctly) on page 395; but no hint is given of the changes that have taken place since 1864, and that the names of Thomas Arnold, Matthew Arnold, and Edward Thring are not to be found in the index.

The work, not only in the spelling, bears traces of its American origin. A question which most exercises English educationists at the present moment, the training of teachers, has but one or two passing references. The relation of the Church to schools is more fully dealt with; but the final issue as stated by the author leaves out of account not only England, but the greater part of Europe. "The complete secularization of schools has led to the complete exclusion of religious elements in public education and the very general exclusion of the study, or even of the use, of the Bible and all religious literature." Even in the United States there are protests and, if we are not mistaken, a growing reaction against what in England, by an abuse of terms, are called "godless schools."

A History of the Ancient World. By GEORGE STEPHEN GOODSPEED, Ph.D. (8×5½ in., pp. xv, 483, illustrated; 7s. 6d. net. Constable.)

Dr. Goodspeed is Professor of Ancient History in the University of Chicago. He divides his subject into three parts: (1) the Eastern Empires—Babylonian, Egyptian, Syrian, &c., down to the world-Empire of Persia; (2) the Greek Empires down to the times of Alexander and his successors; and (3) the Empire of Rome down to the time of Charlemagne. Each of these he commences with a preliminary survey, and to each of

its subdivisions he adds "helps" in the form of certain matters for review. He gives no less than six bibliographies for students at various stages, and supplies in appendices a fuller bibliography for advanced students and teachers, and a set of interesting notes on the illustrations of the book—24 in number. Then, last of all, comes a full index of nineteen pages. In this arrangement he has profited by the suggestions of many teachers, and the result is quite satisfactory. The conditions of space, to prevent the book becoming unwieldy in size, render it necessary to abridge and condense the part which deals with the Eastern Empires till it consists of only some sixty pages; in which sixty pages some six Empires are treated. This, at first sight, seems all too small to deal satisfactorily with a period which stretches from about 2500 B.C. to 325 B.C. What is given us is at best a bird's-eye-view of the whole. But the abridging and condensing are so carefully done that nothing of real importance appears to be omitted, and yet the pages are by no means rendered unreadable, but, on the contrary, are both instructive and interesting. The part devoted to Greece—170 pages—is somewhat more liberal. It carries us from the beginnings of Greece down to 200 B.C.—the latter part (from 500 B.C.) being far more generously dealt with. In the same way Rome has 205 pages allotted to it for the period from the makings of Rome down to 800 A.D., the lion's share of attention being devoted to the years from 200 B.C. to 800 A.D. This is again a bird's-eye-view, but the abridging and condensing are again so well done that one carries away a sense of them as a whole—of things moving together towards a definite end. The book, then, does not pretend to deal with details, but to give a general view of the history of the ancient world. In this it is decidedly successful. It serves a valuable purpose in giving a sound historical insight into those periods of the world's history which are too frequently lost sight of and neglected in what we learn at school. It must have cost a world of labour and of learning to produce it—to condense unsparingly, and yet to keep readable and interesting. The author has undoubtedly done this; and those who have the care of our history teaching, who desire to make it sound and intelligent, will do well to get the book and to read it very carefully for themselves, with a view to introducing it (or parts of it) into their everyday work.

The Evolution of Knowledge: a Review of Philosophy. By RAYMOND ST. JAMES PERRIN. (Williams & Norgate.)

We are familiar with the "novel with a purpose." In the work before us we have the history of philosophy with a purpose. A philosophy of history may rightly lead to a guiding principle, or set of principles, for interpretative purposes. But to take a survey of all ancient and modern philosophy, and to treat the whole of the developments of thought of diverse schools founded upon all kinds of considerations—sociological, ethical, national, rational—as pointing to one common principle, and that principle the simple solution that motion is the "ultimate reality," is surely lost labour. Why not write a book with equal plausibility to prove that *rest* is the ultimate reality? Is not the science of statics as secure as that of dynamics and as capable of supplying a philosophical principle? As Mulcaster says: "Every man travellet [worketh] to win rest after toil, ease after labour, and not to work always, as being a thing exceedingly uncomfortable if so be it were endless"; or Edmund Spenser's

Sleep after toil, port after stormy seas,
Ease after war, death after life does greatly please.

The general position held by Mr. Perrin seems to be: Reason and sensation are different forms of reaction to outward stimulus. "The mind has no absolute demarcations. Mind and matter are one; for has not G. H. Lewes declared: "Motor perceptions are condensed in intuitions and generalized in conceptions"? Knowledge is a form of motion. Has not Herbert Spencer shown it? (Perrin, Part II., chapter ix.). In other words, as Tyndall showed that heat is a mode of motion, Mr. Perrin ventures to argue that so, too, the mind is a mode of motion—all is motion, and apparently motion is all. Accordingly, Kant's "Critique of Pure Reason," although a monument of dialectic subtlety, is at the same time an incorrect and hopelessly confused explanation of mind." Mr. Perrin is very severe: "The 'Critique of Pure Reason' is a labyrinth of introspection, through which, by dint of a prodigious amount of labour, one can find one's way; but when its devious paths are

at last made out it is discovered that the effort required is out of all proportion to the benefit derived." Mr. Perrin must excuse us borrowing his own words and saying: "Nomine mutato, idem de te dici potest."

Japanese Colour Prints. By EDWARD F. STRANGE.
(1s. 6d. net. Eyre & Spottiswoode.)

To the lover of fine design, both in line and colour, few things are more delightful than Japanese woodcuts, and they are equally interesting to the student of manners and customs. Socially and artistically the designers of these famous prints were considered immeasurably beneath the painters of Japan, who worked along traditional lines; yet they were great artists in their particular line. Mr. Strange is well known as an authority on these prints, some thousands of which are stored in the Print Department under his keepership. He describes the various schools, paying special attention to the great masters—such as Hokusai, Utamaro, and Harunobu. The chapter on *technique* will be welcomed by art students, who, knowing what excellent results were obtained by these artists of the people, will be astonished at their primitive appliances. It is a most interesting and instructive book, illustrated by eighty-four reproductions from original prints. Even though one misses the fine colour, the strong designs, the remarkable feeling for quality, and the value of lines and spacing come out well. The book should induce more readers to study the Japanese prints at first hand. They would see the actual life of Japan in the streets, shops, and theatres during the past three centuries.

Figure Composition. By R. C. HATTON. (7s. 6d. Chapman & Hall.) This book is meant, primarily, for the professional student who is beginning his struggles with the effective grouping of figures. Other readers will be interested in following the schemes (the pyramids, circles, and ovals) sanctioned by long usage. For the Greek vase painter and sculptor had also their traditional laws. After all is said, composition is largely a matter of feeling and taste, and Mr. Hatton strikes the right note (page 190) when he says that his book is not a book of rules or guide for the feeble, and that the only way to succeed in composition "is to be hot upon the representation of stories and the musical arrangement of it." The author's remarks on "quality" are valuable; the distribution of varying tones in a decorative work is often as effective as spacing. Among other points not usually dealt with sufficiently in text-books on the subject are, "the relation of the spectator to the scene" and the "ground plan" of a composition. Mr. Hatton writes well on both. To those who know his book on "Figure Drawing" it will be enough to say that in the present work the examples are as widely selected and the drawings as illuminative as they are in the author's former book. On page 149 there is some confusion in the description of Plates IX. and X. Designers will not altogether agree with the author's strictures on conventionality (page 195). It was a happy idea to add (on rough paper) several reproductions after Albert Dürer, Solomon Bernard, and Hans Burgkmair, old-world artists who quite evidently called in the aid of rules of composition, but were not themselves bound down by them. The illustrations from Blake are difficult to produce by process. Probably half-tone blocks would have been found more effective.

Freehand for Teachers and Art Students. By E. A. BRANCH.
(2s. 6d. net. Ralph, Holland, & Co.)

A number of photographs from objects in museums, such as lace, painted tiles, carving, inlay, brocade, and embroidery. These are accompanied by sketches showing how to produce these objects in outline, aiming rather at expressing the design than the accidental variations that come about in fabrication. It is an effective book for its purpose. The examples are well chosen.

Complete Course of Free-arm and Industrial Drawing.
By J. W. I. VINALL. (12s. 6d. Blackie.)

"Free-arm" drawing and the use of colour are the two chief innovations in the teaching of drawing nowadays in primary and secondary schools. With these, the substitution of objects for conventional forms and the introduction of brush-drawing have added much interest to a valuable subject. This present "Course" sketches out in outline and in colour a scheme to be used from the lower to the upper classes. The drawings are numerous and good; the colour, on the whole, effective. It will be welcomed by teachers on the look-out for a comprehensive scheme, as it embraces "free-arm" drawing, colour-work, and simple design.

"The Artistic Crafts Series."—*School Copies and Examples.* Selected by W. R. LETHABY and A. H. CHRISTIE. (5s. net. John Hogg.)

Large copies produced by process, chiefly from fourteenth and fifteenth century examples. Italian wood-cuts have been selected in some instances, and also two from Bewick's "Animals." These have been enlarged. No instructions are issued, but the pupils are evidently to copy them line for line. For this purpose it would appear better to select another in place of Plate XV., unless, indeed, the object of the editors is to leave the matter of interpretation to the pupil. The idea

of introducing fine examples to the pupil is a good one, and, generally speaking, the selection made is useful for its purpose.

The Burden of Demos and other Verses. By MARY ALICE VIALLS. (Price 1s. Nutt.)

Running through these occasional verses, half of which are social or political, there is a strain of fine feeling, of pity for the oppressed, whether classes or nationalities, a plea for mercy and justice, not for retribution or revenge. Thus, the last stanza of the title poem runs:

"O Brothers, do ye hear

Our mighty host draw near?

At your gates we clamour, the armies of Labour—poor,

Derelict, hungry, and ragged, we throng at your door;

Ay, give us for these our wrongs some tardy redress,

So shall your justice and your pitifulness

Usher in the Golden Year!"

What a different note is this from Dupont or Ebenezer Elliot! Even the curse on Abdul Hamid is gentle compared with Mr. Swinburne or Mr. William Watson. Some of the shorter non-political poems are charming. We wish that space permitted us to quote "En Voyage" and "A Rondelet of London in May." Sometimes, we confess, as in the penultimate line of the stanza quoted the rhythm seems to us to halt, and twice we detect a Cockney rime. Miss Vialls's version of the "Legend of Roses" (which is gracefully told) differs from ours, according to which the miracle of turning the viands into roses is wrought to save the veracity of St. Elizabeth.

Greek Reader. Vol. I. By E. C. MARCHANT. (Price 2s. Clarendon Press.)

As to matter, this Reader is culled from a "Griechisches Lesebuch" that was prepared by Prof. von Wilamowitz-Moellendorf, acting for a committee appointed in 1900 by the Prussian Minister of Education. Being thus a selection from a selection, and that a selection by one of the foremost Greek scholars in Europe, it should be the very finest flower of reading books. Issuing from the Clarendon Press, it is, of course, correctly printed with excellent type. The contents are maxims and anecdotes, extracts from Dion of Prusa, Strabo, Moschion (as preserved in Athenaeus), and that most imitative of writers Arrian, with, to end the whole, a few chapters of Thucydides. We observe that only a small portion of the German scholar's two half-volumes finds a place here, and that the pieces are not printed in the order that he chose for them. But Mr. Marchant gives quite enough for a term's work, and we cannot say that the new arrangement is pedagogically unsound. Each extract is preceded by a bright introduction, turned from the German, whilst at the back of the book are notes—not everywhere sufficient. In our judgment a vocabulary should have been added; for that a vocabulary is better than a dictionary for young boys such as will use this Reader we have no doubt whatever. The annotation is chiefly from the fundamental book, which we are not called on to review. With respect to Mr. Marchant's work we must remark that the German occasionally trips him. "Sich an etwas oder jemand halten" is not "to wait for," but "to stick to" something or some one; and the Greek *προσλιπαρὲν τῇ ὀχθῇ* is justly, if not elegantly, expressed by our "to stick to the bank." It is a worse blunder to put for "Poros hatte ihm so weit imponiert" ("Poros had so far made an impression on him") "Poros had only imposed on him so far." But such errors—errors only if we assume that the editor really meant to translate the German before him—are not numerous. Those whom the choice of pieces does not offend may feel tolerably safe in putting the book into the hands of their pupils. There is much to be said for Mr. Marchant's view that boys get a dislike for Xenophon and Euripides from being set down to these authors at too early a stage in their learning of Greek. At any rate, his Reader will be found in England novel as well as new. Teachers of Greek should certainly look at a copy of it.

Seneca: a Selection. By H. C. SIDLEY. (Price 1s. net. Bell & Sons.)

This is one of the prettily got up "Life and Light Books." Since the series deals with subjects so remote from one another as "The Discourses of Epictetus" and "Better Food for Boys," it is not easy to see whence its unity is derived. Enough, however, that the small volumes lie unobtrusively in a breast pocket, and that any one of them will serve to fill an idle hour with counsel or instruction. In making his extracts from Seneca, to which he prefixes a short introduction, Mr. Sidley has generally used the translation contained in Bohn's Classical Library. We must say that, once or twice, as we read, when we found ourselves in a darkness it was dispelled by a reference to the Latin text. But a little unintelligibility never yet harmed a book—does it not rather act as a stimulus to thought? With regard to the language, we prefer that of good Thomas Lodge, who did Seneca's works, "both Morall and Naturall," into English in the early years of the seventeenth century. But to each his taste. Of the selections, perhaps those "On Anger" and "On the Shortness of Life" are likely to please most. Every page, however, will yield some germ of suggestion. Let us quote, by way of ending to our notice, a few profound words from the heathen philosopher:—"We have implanted in us the seed of all ages, of all arts, and God our master brings forth our intellects from obscurity."

The Duke of Devonshire. By HENRY LEACH.

(Price 12s. 6d. net. Methuen.)

The opening chapters of this diffuse, but very readable, book filled the present reviewer with an unusual spirit of mockery. The glorification of ducal possessions, and reverent attention to ducal genealogy, "similarly," as the author would say, the cult of the Duke in all his branches, and of all the antecedent duchesses, reminded him of the atmosphere surrounding the worshipful nobility as they move through that satire which Thackeray wrote for children, and entitled "The Rose and the King." But this attitude of mind proved entirely unjust to the book regarded as a whole, and was at once shaken by the fine stirring pages (74 to 76) which touch upon the Lancashire famine of '62, pages in which Mr. Leach tells us how "the operatives spent their last shillings and pence, withdrew the last of their savings from the Post Office, and then stood shoulder to shoulder with each other in such a heroic endeavour to resist the pangs of hunger and yet preserve every vestige of their independence and self-respect as commanded the tearful admiration of the whole world." He quotes from a strong manly speech of the present Duke, then Lord Hartington, in which, identifying himself with the cotton operatives, whose troubles he had made his own, he refers to the way in which the whole of England had been at their back, and asserts of the experience, so appalling to him as well as to them, "if we have suffered, it is worth something to feel that we are heart and soul and hand in hand with all our brothers in this great nation." The book is a careful and thorough study of personality, and it soon becomes evident that the quaint magnification of pedigree at the outset was at least as much due to a belief in what it is now the fashion to call "eugenics" and its influence on heredity, as to any antiquated worship of mere birth or privilege *per se*—birth being doubtless an important factor and privilege a powerful educator, either for good or for evil. Character shrewdly studied is always an enchanting subject, and Mr. Leach's otiose treatment makes this large-type gossiping volume excellent after-dinner company for those who know how to dip and skip. It embraces a not unimportant period of English history, including, as it does, all the latter half of the nineteenth century, and the fact that, despite a naïf reverence for the Duke as a duke, it is reasonably free from the spirit of the partisan assuredly does not lessen a certain indefinable charm which it undoubtedly possesses even for those inclined to jeer—a charm which is enhanced by the commonplace but life-like photographic portraits of the Duke and his father, as well as of the Duchess, and also by the large easy type and pleasant binding. Interesting both as a personality and as a personage, this man of many acres and manifold titles would undoubtedly command respect if he were landless and obscure; and straightforwardness and simplicity are virtues that do not lose in value when unmoved by adulation and set on a dangerous pinnacle. A dispassionate study of the man's character as displayed in these clear-headed, though slightly subservient, pages suggests only one serious subject of quarrel, and that not the present burning question, which is so largely a matter of intellectual training and bias, but the ever-present problem of the opium traffic, in which, on page 207, an attempt is made to vindicate what seems to us indefensible conduct on grounds of high expediency. The book includes some good stories and stirring perorations.

Principles of Physiological Psychology. By WILHELM WUNDT.

Translated from the Fifth German Edition by EDWARD BRADFORD TITCHENER. Vol. I.: *The Bodily Substrate of the Mental Life.* With 105 Figures in the Text. (Swan Sonnenschein.)

This is the first volume of a translation from the fifth German edition of a well known text-book, a pioneer in its early days, now a recognized authority on the subjects of which it treats. The translator, at any rate, has shown his belief in the book, since this is the third translation which he has made of different editions of the German work—the former two being laid aside because newer editions pressed upon the heels of those which he had laboured upon. When a book has established itself thus firmly in the opinion of experts, there is little room left for criticism, and one must, therefore, content oneself with dealing with the translation and the general appearance of the English edition. For the former we have nothing but commendation save in so far as the anatomical terminology is concerned. Here the book would have been rendered much more useful to English readers if there had been a revision by some person familiar with the terminology of English anatomical text-books. For example, the expert may easily guess what parts of the brain are connoted by the terms "diacele," "medicoru of the paracele," "precicribum," and the like; but no such phrases are to be met with in English text-books, and the learner, consulting such for further information, would be sore put to it to gather the meaning of these strange terms. Again, we would venture to protest against the un-English barbarism of using an adjective unattached to a noun as the name of a structure. Thus we have "callosum" for "corpus callosum," "oblongata" for "medulla oblongata," "quadrigemina" for "corpora quadrigemina." English works of science contain much to cause the scholar to writhe, but this form of torture is wholly, we suppose, American. May we add that it is curious to find no reference to the work of Prof. D. J. Cunningham in connexion with the development of the fissures and gyri of the cortex? The work is

not exactly what one would call alluring in appearance, but then those who attack it will do so because of its contents, and perhaps it is as well to warn off triflers by severity of aspect and so save them from the disappointments which might otherwise await them.

The Life of Christ: a Continuous Narrative in the Words of the Authorized Version of the Four Gospels. With Introduction and Notes by J. J. SCOTT, M.A., Canon of Manchester. (Price 7s. 6d. Murray.)

This is one of the most satisfactory works of its kind that we have seen. It is well and clearly arranged, in accordance with well considered principles; the notes are brief and scholarly, and take account of the best and most recent literature; and the introduction, while succinct, is sufficiently comprehensive. There are also some excellent maps, and the whole is well printed on good paper. The book forms a most useful and competent introduction, of a popular character, for the study of the Gospels as a whole, and of the problems connected with them. Certain limitations necessarily beset a work of this kind: there can, of course, be no finality about such matters as the exact sequence of events and the chronology. But the advance that has been made in reaching conclusions as to these points in recent New Testament science are fairly well reflected here. One or two remarks by way of criticism may be made. On page 12 the writer says, in reference to the First Gospel, "no recent first-class writer has as yet published any investigation of the problems involved." Reference might certainly have been made in this connexion to the scholarly article of Prof. J. V. Bartlett in Hastings's "Dictionary of the Bible" on "Matthew, Gospel of." The "detached notes" on "The Son of Man" (page 324) and "The Synagogue and its Officers" (page 326) might also with advantage be enlarged. In their present form they are altogether too meagre. The "detached notes," on the whole, however, are very usefully arranged. They contain some collections—such as "The Calls of the Disciples" (pages 330 ff.), "The Events of Good Friday" (page 331), "The Seven Words from the Cross" (pages 332 ff.), "The Events of Easter Day, as given by Bishop Westcott" (pages 334 ff.)—which will be found very convenient. We cordially recommend the book to the notice of teachers.

"Moffatt's Plays of Shakespeare."—(1) *Macbeth*. Edited by THOMAS PAGE. (7 × 5 in., pp. 39, 127; 1s. 6d.) (2) *Henry V.* Edited by the same. (Same size, pp. 35, 211; 2s. 6d.) (E. J. Arnold & Son.)

The chief drawback of this edition of the plays is the multitude of notes of every kind supplied—good of their kind, but of such a number as to take one's breath away. Still, one need not consult them all. From the introduction we would choose those on "Henry V." and the "sketches of the principal characters"—though we would place these at the end with the "literary notes," after the play has been read, and not at the beginning—and in the notes proper we would choose the "miscellaneous notes" and some of the notes on proper names and those on historical inaccuracies and on anachronisms, possibly some of those "on the language of the play." With the rest we would have nothing to do. This would lighten the book immensely. But every one has his own opinions, and those who want more can safely trust Mr. Page to supply what they want. They will find him accurate and well informed.

"Bell's Miniature Series of Great Writers."—*Milton*.

By GEORGE C. WILLIAMSON. (1s. net.)

The best part of this little volume are the illustrations. Besides the Faithorne engraving (not very well reproduced), we have the Christ's College portrait and bust, the Van der Plaas of the National Portrait Gallery, and Cooper's miniature; also a facsimile of the page in Milton's family Bible containing his autograph. Dr. Williamson has taken his task seriously—too seriously, perhaps. He tells us that for the present purpose he has re-read every line of Milton, both prose and verse. But, in spite of the intense admiration that he expresses for Milton's poetry, the impression he leaves on us is that he is not in real sympathy with his subject. How could a sympathetic critic fix on "elegance" (in parts "a certain cold elegance with no sprightliness and little passion") as the distinctive mark of "Comus," or in "Lycidas" find "the first sign of Milton's deep passion of patriotism," or say of the Sonnets that *each one* is a gem of the purest water, or sandwich between "Paradise Lost" and "Paradise Regained" half a page on Milton's non-use of *its*? The book has many merits—learning, research, accuracy; but it lacks the essential quality—a sense of poetry.

English Poetry Lyrical. Edited by ARTHUR BURRELL. (1s. net. Dent.)

It is not easy, at this time of day, for an anthologist to strike out a line of his own, but Mr. Burrell has succeeded. Whatever else we may think of this selection, it is original both in choice and in arrangement. Mr. Burrell has given the lyrics that please him, and we agree with him that it is a mistake to exclude from a school anthology all difficult poems. We do not agree that for "the child growing into youth" (an elastic phrase which may cover every age between eight and eighteen) love songs and bacchanalian songs should be tabooed.

Who would taboo at one extreme "Come down, O maid!" and at the other "John Barleycorn"? The Bible and Bret Harte, Walt Whitman and St. Francis of Assisi, Milton and "The Ingoldsby Legends" show a catholic taste. Of living poets Mr. Moorhouse is the sole representative. The arrangement is by matter, irrespective of chronology.

Chemical Laboratories for Schools. By D. S. MACNAIR, Ph.D., B.Sc. (G. Bell.)

This is a useful little book, scarcely more than twenty papers, intended to give hints to teachers as to the method of planning and fitting up a school laboratory and of conducting a school course in chemistry. The author introduces a plan for a simple physical-chemical laboratory for twenty pupils, and we think this is very helpful to those who are not accustomed to provide for such matters; but, on the whole, we are of opinion that probably more working bench space would be required, and we doubt if the shelf room for bottles in such a plan would be adequate. We agree that it is most desirable that a small store-room opening off the laboratory should be provided in order to house the extra material. A chemical laboratory cannot have too many shelves and drawers, and, indeed, very many that we know of are all too deficient in this respect. The author clearly sees the necessity for this, though his plan does not show as many as we should expect in the type of plan he gives us. At the end of the book there is a very useful list of apparatus, with prices. It does not profess to be a complete list; but it is very full and should be of much service to teachers. Such a list will, of course, include much that will already have been included in a laboratory used for the teaching of physics. One word more. There is excellent advice as to the general procedure of lessons, and the author does well to point out that it is essential the teacher should plan out the work beforehand and decide which experiments are to be done by the pupils themselves and which are only to be demonstrations by himself. We can heartily recommend the book to teachers of science.

Magnetism and its Elementary Measurement. By W. HIBBERT, F.I.C., A.M.I.E.E. (Longmans.)

This book is intended to be the first part of a larger volume dealing with electricity and magnetism. No doubt recent researches have so greatly emphasized the dynamical relations of electricity and magnetism that these relations call for increasing recognition in every new book dealing with the subject, and with this end in view we think the author has done his task well, and has produced an excellent elementary book. We see that Mr. Hibbert has made the student measure magnetic action under the threefold aspect of "poles," "field," and "flux," and thence follow their relationship; but in this respect we do not think this feature is exactly novel to text-books on magnetism, as the author seems to claim. He has, further, made it his object to raise the idea of "flux" to the chief place, and in this respect, in view of modern research, we think the author has done right. The instructions for carrying out particular experiments are not so detailed as is usual in text-books of a similar character, but this does not seem to be a defect, provided the student can get to learn something about the causes of error, and that every observation must involve instrumental errors besides a large degree of personal errors, especially at the outset of his work. The diagram of the magnetic balance on page 23 is ingenious; the object is to measure the quantity of magnetism in a pole by observing the force it exerts, and the notion, of course, is just the same as the measurement of the force of gravitation on a mass of matter by means of an ordinary balance. We do not think the author refers sufficiently to the subject of units: for our own part, we have observed that the writers of elementary books, as a rule, are too apt to devote but little space to this subject. In order that the student may early in his course obtain concrete ideas of electro-magnetic measurements, we think that writers should introduce this as soon as possible consistently with the logical and reasonable order of the subject. The latter part of the book deals with the magnetic circuit: this has been cut rather short, but, as the author has promised more, there will no doubt be more in a later volume. As we have said, we think the author has produced a useful book, and we can well recommend it to students of electricity and magnetism.

Dent's New First German Book. By WALTER RIPPMAHN and S. ALGE. (4s. 6d.)

Since M. Alge's "Leitfaden" was introduced to English schools by Prof. Rippmann it has steadily won its way, and more than 25,000 copies have been sold. The time has come for a version which, while adhering closely to the original method, is more suited in the matter for English boys and girls. Prof. Rippmann has had long and varied experience as a teacher, and, what is rare with teachers, he still learns by teaching. We have only one general criticism to make. The pupil is supposed (see preface) to have been learning French for some time: we may assume that his age is fourteen. What is appropriate for a boy of ten will seem silly to a boy of fourteen. We are well aware that to compose serious conversations or narratives in simple, we might say childish, language is a hard nut to crack, but we think something more might be done in this direction. Mrs. Frazer has shown in French how far a spice of humour will go.

- (1) *Class Book of Elementary Chemistry*. By W. W. FISHER. (4s. 6d. Clarendon Press.) (2) *The Student's Chemistry*. By R. L. TAYLOR. (5s. Heywood.)

(1) Former editions of Mr. Fisher's little book are well known to teachers, and this fifth issue follows much the same lines; but some five or six chapters have been added which deal with a few typical organic substances and serve as an introduction to the study of the compounds of carbon. The scope of the work is about represented by the syllabus of the Oxford Local Examination for Seniors. The subject-matter is accurate and clearly written, but we think that some account of modern views on the phenomena of solution and electrolysis should have found a place in the book.

(2) Mr. Taylor's book treats the subject more comprehensively, and represents the kind of text-book suitable for students who are preparing for Intermediate examinations in Science. About one quarter of the book is devoted to an elementary exposition of chemical theory, including a plain account of the modern hypothesis of electrolytic dissociation, and the remainder is occupied by a systematic description of the principal elements and their compounds. An appendix of twenty-six pages provides a short account of radio-active substances and an introduction to organic chemistry.

Magnetism and Electricity for Students. By H. E. HADLEY. (6s. Macmillan.)

This is a welcome addition to the series of text-books for more advanced students in physics issued by Messrs. Macmillan, and among which Elser's books on Heat and Light are already well known. The range of the work is roughly represented by that required of pass candidates for the B.Sc. degree of the University of London, and the student who possesses a knowledge of the elements of trigonometry and the calculus will have no difficulty in mastering the whole of its contents. In order to keep the size of the book within reasonable limits the more important technical applications of electricity have been omitted, but, as some compensation for this, we find the chapters on thermo-electricity, discharge through gases, and electric oscillations written in considerable detail. The book is excellently printed and illustrated, and is a worthy continuation of the well known elementary work on the subject by the same author.

Outlines of Inorganic Chemistry. By GOOCH and WALKER. (7s. 6d. net. Macmillan.)

In this volume of some 750 pages a large amount of information is presented in a very concise form, and no fault can be found with it on the score of accuracy. The manner in which the subject is unfolded is rather different from that usually adopted: Part I. deals with the experimental development of the principles upon which systematic chemistry rests, and includes what is usually termed chemical theory, together with some account of the more important sections of physical chemistry. In Part II. the systematic study of the elements and their compounds is taken up, not excluding the rare elements. The number of diagrams is small, but a few useful figures of the plant used in certain manufacturing processes are given. Graphic formulae are employed to an unusual extent, probably with advantage, because problems of chemical structure of a more serious nature will confront the student when he begins the consideration of the compounds of carbon. We think that in the equations some difference in type should distinguish plainly between the sign of equality and that of double bonding. A new departure, likely to cause confusion, lies in the adoption of a new standard of density among gases, viz., that of an ideal gas whose density is half that of hydrogen. The result is that the density of each gas is expressed by a number which is double the universally accepted value. We notice that calcium is still described as yellow in colour, and that the old mistake about the melting point of antimony is repeated. At the bottom of page 245 "organic" should certainly be substituted for "inorganic." The book is distinctly good; it is rather above the standard of most school work, and is more suited to the college student who already has a good knowledge of his elementary work.

Murray's History of England. By M. A. TUCKER. (7½ x 5 in., pp. xi, 410; 3s. John Murray.)

Miss Tucker was formerly at Newnham College, and is at present History Mistress at St. Felix School, Southwold. She describes her book as "an outline history for middle forms." She begins with the landing of the Romans in B.C. 55, and carries the narrative down to the proclaiming of the King as King Edward VII. She omits minor matters and such others as would take too long in the explaining; for she is writing for girls and boys of thirteen or fourteen years of age. Her aim is to create and stimulate curiosity in the minds of her readers; so she glides lightly over difficulties, and succeeds in producing a pleasant, readable book—not by any means a book of reference, but an account of the chief events and doings in the history of England such as any boy or girl will find interesting. She has abjured all picture illustrations, and has given us instead some seventeen maps, plans, and tables, which will prove of great practical value. Most of the maps are clearly and well executed in colour. The tables, together with a list of important dates, are given at the end; where there are

also some twenty pages of a full and good index. The book, then, is not one full of new views and new facts, but a simple, plain narrative of events, well suited to be used by the girls and boys of a middle form—well written, well up to date, and carefully expressed. It is saved from insularity by constant reference to events on the Continent, and the plentiful insertion of tables of "contemporary rulers." Altogether, it is a book well fitted to succeed, and certainly deserves its success.

The Religion of Israel: a Historical Sketch. By R. L. OTTLEY. (4s. net. Cambridge University Press.)

Canon Ottley has now given us a companion volume to his well known "Short History of the Hebrews," and one that deserves an equally warm welcome. In the course of eleven chapters he here deals with the primitive religion of the Semites (i.), the work and influence of Moses (ii.), from Moses to Samuel (iii.), Samuel and his work (iv.), the doctrine of the prophets (v.), the religion of Israel in the seventh century B.C. (vi.), Israel in exile (vii.), the beginnings of Judaism (viii.), the contact of Judaism with Hellenism (ix.), the final stage in pre-Christian Judaism (x.), and the consummation in Jesus Christ (xi.). It will thus be seen that the range of the discussion is comprehensive enough. At the same time detail is by no means neglected. It is surprising indeed to see how much the author has managed to compress within his pages. Due emphasis is laid on the main points, which are admirably brought out, while the reader is directed to fuller discussions in the excellent summary-notes. The book itself forms a well written synthesis of the assured results of criticism. It is throughout positive and constructive, and is well calculated to commend the conclusions of criticism by its even and well balanced treatment of the theme. It is excellently adapted as an introductory text-book to the study of the religion of Israel. Even to enumerate the many interesting points discussed would obviously, within the limits of a short notice, be impossible. One or two may, however, be mentioned as illustrating the method of discussion. Regarding the ancient Semitic conception of Deity, Mr. Ottley points out that, while "it has never been conclusively proved that the primitive Semites were in the strict sense polytheists, on the other hand, they were certainly not monotheists, though it may fairly be asserted that in their devotion to a single tribal god they showed a tendency towards monolatry" (page 8). The religious significance of Abraham and of Moses is admirably set forth. Of the subsequent chapters perhaps the most important are the fifth ("The Doctrine of the Prophets") and the last ("The Consummation in Jesus Christ"). In the former due emphasis is laid on the supreme achievement of prophetism—the development of ethical monotheism (page 75 ff.). Among the list of "chief works consulted" it is surprising to find no mention of Frazer's "Golden Bough." One misses any reference to this, especially in the discussion on page 9 ff. Enough has been said to show the quality and spirit of Mr. Ottley's treatment of his theme. He has produced a book, marked by a felicitous style, which ought to become a standard text-book in the study of the religion of the Old Testament.

Cities of India, Past and Present. Popular Edition. By G. W. FORREST, C.I.E. (8½ x 5½ in., pp. xvi, 354, fully illustrated; 5s. net. Constable.)

Mr. Forrest, the ex-Director of Records to the Government of India, has done well in publishing a popular edition of his excellent "Cities of India." It deserves to be more widely known, and will be widely read wherever English people are gathered together. The cities are fifteen in number, and are some of those which the writer in his vocation or for some purpose of interest visited in his almost yearly journeys across the continent of India. The book is well written, and is fully illustrated by numerous photographs of places and buildings which the author describes. He has quoted selections from ancient records and old books of travel, and has done everything to render what he says vivid and interesting. Most of what is said about Lucknow and all that is said about Cawnpore relate to their sieges during the Mutiny; and Mr. Forrest rightly quotes largely in these from his own excellent "Selections from Letters and Dispatches" published some years ago while he was in India. But hardly a town in Hindustan is without its record of that terrible time; and, not least, Delhi, with its tomb of Nicholson and its memorial tablet of the blowing up of the Arsenal, where the author's father lost his life. It must not be supposed that the Mutiny is by any means the chief subject of this fascinating book. Bombay, Agra, Benares, Calcutta, Madras, and many another town are described, and the history of their buildings and antiquities is set forth most graphically, till one realizes, dimly and afar off, what a land of wonder India is, and what the task of governing it has been and is. Its bands of noble heroes, its mosques and temples and palaces and shrines—of all these we read with reverence and delight, and then turn and read again, and the marvel increases. But we must not allow ourselves to run on. It will be more to the point to say that this is a well written and well informed book, and the author has done us, and we hope himself, good service in publishing it and in placing it within the reach of all who love India—though only in a dream. We thank him for it.

(Continued on page 862.)

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This drama, in four acts, is written in respectable but uninspired blank verse, disfigured here and there by halting lines. The dramatist has adhered closely to history, both as to events and to the characters of the actors in the drama. William is resolute, hard, and far-seeing; chafing at the narrow field for his abilities afforded by Normandy; Harold intensely national; generous, affectionate, and a prey to remorse for his treatment of Tostig, due to the hope of conciliating Eadwine and Morkere, and to the aching void caused by his loveless marriage with their sister. The scoffing spirit of Odo is also emphasized. The lack of female interest is a defect, as is the lack of humour—unless Taillefer's complaints about sea sickness be accounted humorous. But the supreme lack is the lack of inspiration; yet there are good lines, and Taillefer's battle song is spirited. When urged to lay waste the country, Harold says:—

“O speak it not!
Never by will of mine shall English homes
Flame to the skies in piteous holocaust!
Mine is the land where English voices call!
Mine is the blood that flows where Saxons fall!”

And William's speech after the battle (we wish we had space to quote it) is really fine.

The Fight with France for North America. By A. G. BRADLEY.
(8¼ × 5½ in., pp. xiii, 400, illustrated; 3s. 6d. net. Constable.)

Mr. Bradley writes with great fullness of knowledge, and in a style which must catch and hold his readers' attention. The pictures are well and vividly drawn. Whether he is describing Braddock or Wolfe, Amherst or Washington, the admirable Montcalm or the vain, incapable Vaudreuil, he makes us feel the stir and image of the time as no one else can do for those days, except perhaps Parkman. This he does not accomplish by any exaggeration of colour or over-praise of any deed; but with a born story-teller's instinct he chooses the right things to mention, and the right words to say about them. One hears the horrid din of Louisburg, and one sees the dogged courage of the men at ill-fated Ticonderoga. He has a good story to tell, and he tells it well—from the fight at Great Meadows in 1754 to the fall of Montreal in 1760. Never did nation more foolishly fling away her chances than France did in North America; and never did nation, in spite of massacres and defeats at first, push on more doggedly to victory than the English. The book is not large, nor is it expensive. It deserves to be read, and will be read, by increasing

numbers. It deals with a period too little known by Englishmen at home; and, what is more, it deals with Canada, the eldest of England's colonies. In these days of Imperial ideas it is well for us to consider the deeds of our forefathers, and to take count of what they endured, and what they did in building up our great Empire. There could not be a greater story to learn these things from than this of the conquest of Canada, nor could any one tell it better than has Mr. Bradley.

Harmsworth's Self-Educator, of which we have received the first three parts, is to be completed in forty-eight fortnightly parts, price 7d. The cover promises “education, success, and fortune for a halfpenny a day,” *subaudits* for a year (Sundays not included), and the Editor gives as its two great aims, “to guide young people in the choice of a career,” and to equip them for it. “It is at once a guide to study and a fountain of learning, a finger-post to industry and a school of practical training.” These are brave words; but, if we make the proper discount for bold advertisement, we gladly allow that the first numbers go far to fulfil the promise. The highest authorities have been retained for each group of studies, and Part I. contains 160 double-column pages with numerous coloured and plain illustrations. Not a bad bargain for a fortnight's savings at the rate of a halfpenny a day. There is one flaw in the plan, perhaps unavoidable, which, as educationists, we are bound to note. The work is at once a cyclopedia and a collection of primers—two incompatible aims. Thus in a cyclopedia Babylon may well be the first section under History, as here “The first page of definite history, by Justin McCarthy”; but what teacher of history would begin at this end? Again, in the general article on language study it is laid down that the best way is to begin with sentences, not with grammar or single words. We turn the page and find our old friends *mensa, puer, &c.*

We have received a large assortment of *Letts's Diaries* for 1906, published by Messrs. Cassell. Of these we recommend to our readers (1) for table use, *Rough Diary*, No. 33 (10 × 8 in.), with a page for a week; (2) for the pocket, No. 211, with pencil at the back; and (3) an intermediate size for business men, with a pocket and pencil at the back, No. 26. The great merit of these diaries is their strong binding. They will stand, as we have proved, any amount of wear and tear.

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